

# Student Victimization in U.S. Schools

Results From the 2007 School Crime Supplement  
to the National Crime Victimization Survey





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National Crime Victimization Survey

**JULY 2010**

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## Highlights

This report provides estimates of student criminal victimization as defined by the 2007 School Crime Supplement (SCS) to the 2007 National Crime Victimization Survey (NCVS).<sup>1</sup> The NCVS is the nation's primary source of information on crime victimization and the victims of crime in the United States. The SCS is a supplement to the NCVS that was created to collect information about student and school characteristics on a national level. The first three administrations of the SCS were conducted in 1989, 1995, and 1999; beginning in 1999, it has been conducted biennially. The survey is designed to assist policymakers, as well as researchers and practitioners at the federal, state, and local levels, in making informed decisions concerning crime in schools.

Criminal victimizations in this report are categorized as serious violent, violent, or theft. Serious violent victimization includes rape, sexual assault, robbery, and aggravated assault and is a subset of violent victimization. Violent victimization includes all serious violent victimizations and simple assault. Theft includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. Victims of "any" crime reported at least one of the victimizations above. "Nonvictims" of any crime reported none of the victimizations above. All findings reported are statistically significant at the .05 level. The test procedure used in this report is the Student's *t* statistic, which tests the difference between two sample estimates. Adjustments for multiple comparisons were not included. Readers should be alerted to the limitations of the survey design and the analytical approach used here with regard to causality. Conclusions about causality between school or student characteristics and victimization cannot be made due to the cross-sectional, nonexperimental design of the SCS.

Major findings from the 2007 NCVS and SCS include the following:

- In the school year 2006–07, about 4.3 percent of students ages 12 through 18 reported that they were victims of any crime at school (table 1). Three percent reported being victims of theft, 1.6 percent of students reported a violent victimization, and 0.4 percent of students reported a serious violent victimization.
- Three percent of both males and females reported being victims of theft at school (table 2).
- A higher percentage of students in 9<sup>th</sup> grade reported theft victimization (4.6 percent) than did students in grades 7, 8, or 11 (about 3 percent each) or grade 12 (1.9 percent) (table 2).
- Thirty-eight percent of student victims of any crime reported the presence of gangs at school compared to 22.6 percent of students who were nonvictims (figure 1 and table 3). About 42.8 percent of students who reported violent crime victimization

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<sup>1</sup> The SCS data are available for download from the student survey link at the National Center for Education Statistics (NCES) Crime and Safety Surveys portal, located at <http://nces.ed.gov/programs/crime>.

reported having been in a physical fight at school, compared to 5.9 percent of students who were nonvictims.

- About 48.3 percent of student victims of theft and 50.3 percent of student victims of violent crime said drugs were available at their schools, compared to 31.6 percent of students who were not victims (figure 1 and table 3). Approximately 27.5 percent of victims of any crime and 28.2 percent of victims of theft said that alcohol was available at their school, compared to 17.7 percent of nonvictims.
- Higher percentages of students who reported any criminal victimization at school reported they were the targets of traditional (62.2 percent) and electronic<sup>2</sup> (11.6 percent) bullying than were nonvictims (30.4 percent and 3.3 percent, respectively) (figure 2 and table 4).
- When asked about safety measures at their school, a higher percentage of students who were victims of theft reported that their schools used security guards or assigned police officers than did nonvictims (78.7 percent vs. 68.4 percent) (figure 4 and table 6).
- The percentage of student victims of violent crimes who reported being afraid of attack or harm at school (23.2 percent) was higher than that of nonvictims (4.9 percent) (figure 5 and table 7).
- A higher percentage of students reporting any crime avoided specific places at school because of fear of attack or harm than did nonvictims (13.1 percent vs. 5.4 percent) (figure 5 and table 7).

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<sup>2</sup> Electronic bullying is victimization by a peer that occurred anywhere via electronic means, including the Internet, instant messaging, and text messaging.

## **Acknowledgments**

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The authors would also like to thank all of the respondents to the NCVS/SCS survey. This report would not be possible without their participation.

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# Introduction

Student victimization in schools is a major concern of educators, policymakers, administrators, parents, and students. Understanding the scope of the criminal victimization of students, as well as the factors associated with it, is an essential step in developing solutions to address the issues of school crime and violence.

Since 1999, the National Center for Education Statistics (NCES) has collected data on student criminal victimization through its sponsorship of the School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), administered by the Department of Justice, Bureau of Justice Statistics (BJS). The purpose of this report is to provide the most recent available data on student criminal victimization and the characteristics of crime victims and nonvictims from the 2007 collection.

## Data Source

This report uses data from the 2007 National Crime Victimization Survey Basic Screen Questionnaire (NCVS-1), the NCVS Crime Incident Report (NCVS-2), and the SCS to the NCVS.<sup>3</sup> The NCVS is the nation's primary source of information on criminal victimization and the victims of crime. The NCVS-2 collects data on criminal victimizations that occur at school and in locations other than at school. The SCS collects additional information about school and student characteristics on a national level. Created as a supplement to the NCVS and codesigned by NCES and BJS, the SCS has been conducted in 1989, 1995, 1999, 2001, 2003, 2005, and 2007.

Each month, the U.S. Census Bureau selects respondents for NCVS using a "rotating panel" design (see appendix A for additional information on sample design and data collection). Households within the United States are selected into the sample using a stratified, multistage cluster design, and all age-eligible individuals in the households become part of the panel. Once in the panel, respondents are administered NCVS every 6 months over 3 years to determine whether they have been victimized during the 6 months<sup>4</sup> preceding the interview. The SCS questionnaire is administered after NCVS to persons in the sample household ages 12 through 18 who are currently enrolled in a primary or secondary education program leading to a high school diploma or who were enrolled sometime during the school year of the interview.<sup>5</sup>

Of the 11,161 NCVS respondents eligible for the 2007 SCS, a total of 6,503 students participated, of whom 5,621 met the requirements for inclusion in this analysis.

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<sup>3</sup> The SCS data are available for download from the student surveys link at National Center for Education Statistics (NCES) Crime and Safety Surveys portal, located at <http://nces.ed.gov/programs/crime>.

<sup>4</sup> The NCVS collects data on criminal victimization during the 6 months preceding the interview, whereas, beginning in 2007, the SCS asks students about school characteristics "this school year." This change was largely based on feedback obtained from students ages 12 through 18 who reviewed the items during cognitive laboratory evaluations conducted by the Census Bureau. These respondents revealed they were not being strict in their interpretation of the 6-month reference period and were responding based on their experiences during the entire school year.

<sup>5</sup> Persons who have dropped out of school, have been expelled or suspended from school, or are temporarily absent from school for any other reason, such as illness or vacation, are eligible as long as they have attended school at any time during the school year of the interview. Students who are homeschooled are not included past the screening questions, since many of the questions in SCS are not relevant to their situation.

Specifically, this report includes only students ages 12 through 18 who were enrolled in 6<sup>th</sup> through 12<sup>th</sup> grade at any time during the 2006–07 school year and who were not homeschooled during that time. Per these criteria, eligible students were primarily enrolled in middle and high schools. The household completion rate was 90 percent and the student completion rate was 58 percent. The overall unweighted SCS unit response rate (calculated by multiplying the household completion rate by the student completion rate) was 53 percent. Due to the low unit response rate, a unit nonresponse bias analysis was performed. Despite evidence of potential bias for the household income and race/ethnicity variables, these variables were considered stable enough for examination in this report. Refer to appendix A for more information on the respondent criteria for inclusion in the report analysis and the bias analyses that were performed.

NCVS and SCS data are also examined by Dinkes et al. (2009) in *Indicators of School Crime and Safety: 2008*, a report produced annually by NCES and BJS. That report compiles data from multiple sources, including national surveys of students, teachers, and principals, as well as universe data collections from federal departments and agencies, including BJS, NCES, the Federal Bureau of Investigation, and the Centers for Disease Control and Prevention. It is designed to provide a “first look” at information from these data sources and makes trend comparisons of SCS findings. The current report, as well as the report *A Profile of Criminal Incidents at School* by Ruddy et al. (2010), are part of a series of reports about the nature of school crime. These supplement the indicators report by detailing characteristics of school crime, victims of crime, and offender characteristics.

## Definitions

In this report, the definition of criminal victimization<sup>6</sup> is derived from the NCVS “type of crime” variable. Criminal victimizations are categorized as serious violent, violent, or theft. Serious violent victimization includes rape, sexual assault, robbery, and aggravated assault and are a subset of violent crimes. Violent victimization includes all serious violent victimizations and simple assault. Theft includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. Victims of “any” crime reported at least one of the victimizations above. “Nonvictims” of any crime reported none of the victimizations above.

Readers should note that the NCVS counts each incident of crime against an individual as a criminal victimization. However, estimates reported in this report are based on the prevalence, or percentage, of students who experience victimizations. For example, if a respondent reports two unique victimizations, such as an assault and a theft, during the previous 6 months, this student would be counted once in the overall prevalence (“any”) estimate, because “any” victimization constitutes at least one violent victimization or theft. For many of the findings discussed in this report, the baseline comparison is that of victims of specific crimes to that of nonvictims. Measuring student victimization in this way provides the percentages of students who are directly affected by victimization, rather than the number of victimizations that occur at school. Estimates of serious violent victimization are not provided beyond those presented in table 1 because the percentage of students who

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<sup>6</sup> For ease of presentation, the terms criminal victimization and victimization are used interchangeably throughout this report.

experienced this type of victimization was not large enough to present meaningful cross tabulations.

For the purposes of this report, victimization at school refers to incidents that occurred inside the school building, on school property, or on the way to or from school. Some characteristics (such as school sector, security measures, and grade level) are drawn from the 2007 SCS, while others (such as sex, race/ethnicity, and household income) are drawn from NCVS-1 variables appended to the SCS data file. Estimates of victimizations that occur at school, on school grounds, or on the way to or from school are obtained from the NCVS-2. See appendix D for selected questions from the NCVS-2 instrument and appendix E for the SCS instrument.

### **Study Considerations**

Readers should note that limitations inherent to victimization surveys such as the SCS and NCVS could have some effect on the estimates of victimization reported here (see Cantor and Lynch 2000). First, 24 percent of SCS interviews were new to the NCVS panel in 2007. Because there is no prior interview for new respondents to use as a point of reference when reporting victimization, their reports may include victimizations that occurred before the desired reference period. To the extent that these earlier victimizations are included, rates are overreported. Second, respondent recall of a victimization event may be inaccurate. People may forget the event entirely or recall the characteristics of the event inaccurately. This could lead to misclassification of victimizations.

Readers also need to be aware that in 2007, the time period that respondents were asked to reference for the entire SCS was revised from “the last 6 months” to “this school year.” This change was largely based on feedback obtained from students ages 12 through 18 who reviewed the items during cognitive laboratory evaluations conducted by the Census Bureau. These respondents revealed they were not being strict in their interpretation of the 6-month reference period and were responding based on their experiences during the entire school year. Readers should interpret results between the 2007 SCS and those from prior iterations of the SCS, in which the reference period was “the last 6 months,” with caution. In 2007, no change in reference period was made for criminal victimizations as reported in the main NCVS. That is, criminal victimizations at school are reported for the 6-month period prior to the date of interview while school characteristics reported in the SCS are reported for the last school year.

Additional caution should be considered when examining the other variables used in this report. Because all variables of interest in the SCS and NCVS are self-reported, information about the respondent and his or her school may be inaccurate due to errors in recall, falsification, or exaggeration. Finally, readers should be alerted to the limitations of the survey design and the analytical approach used here with regard to causality. Conclusions about causality between school or student characteristics and victimization cannot be made due to the cross-sectional, nonexperimental design of the SCS. Furthermore, certain characteristics discussed in this report (e.g., gang presence, security guards, and hallway monitors) may be related to one another, but this analysis does not control for such possible relationships. Therefore, no causal inferences should be made between the variables of interest and victimization when reading these results.

## Understanding Statistical Significance

The comparisons in the text have been tested for statistical significance to ensure that the differences are larger than might be expected due to sampling variation. All statements cited in the report are statistically significant at the .05 level. The test procedure used in this report is the Student's t statistic, which tests the difference between two sample estimates. Multiple comparison adjustments have not been made in the analyses presented in this report, which may cause an increase in significant findings reported. For example, when using a .05 alpha level, 5 percent of findings would be expected to be statistically significant by chance. The standard error is calculated for each estimate provided in order to determine the "margin of error" for the estimates. The standard errors of the estimates for different subpopulations can vary considerably and should be taken into account when making comparisons. It should also be acknowledged that apparently large differences between estimates may not have measurable differences, which may be due to large standard errors.

## How This Report Is Organized

The results of this report are presented in five sections. The first two sections discuss the prevalence and type of student criminal victimization at school and selected characteristics of victims, including their demographic characteristics and school type. The third section explores crime victim and nonvictim reports of conditions of school climate, such as the presence of gangs and weapons and the availability of drugs. The fourth section examines criminal victimization and student reports of bullying and cyberbullying at school. The fifth section examines criminal victimization and student reports of security measures taken at school to secure school buildings and the use of designated personnel and the enforcement of administrative procedures at school to ensure student safety. The sixth section examines fear and avoidance behaviors of crime victims and nonvictims, such as skipping class or avoiding specific places at school.



## Victimization at School

In their analysis of data from the six prior administrations of the SCS, Dinkes et al. (2009) found a decrease in the percentage of students ages 12 through 18 reporting any criminal victimization at school in the 6 months prior to the survey. While 9.5 percent of students reported being victims of any crime at school in 1995, about 4.2 percent of students reported being victims of any crime at school in 2005. In 1995, about 7.1 percent reported being victims of theft, compared to 3.1 percent in 2005. Three percent of students reported being victims of violent crime in 1995, compared to 1.2 percent in 2005. In both 1995 and 2005, less than 1 percent of students reported a serious violent crime victimization. However, between the most recent SCS survey years (2005 and 2007), there were no measurable changes in the percentage of students reporting any type of criminal victimization. This report supplements the findings of Dinkes et al. (2009) by providing estimates detailing the relationship between reports of school crime and characteristics of students and schools derived from the 2007 SCS.

In school year 2006–07, about 4.3 percent of students were the victim of any crime at school, 3.0 percent were victims of theft, 1.6 percent were victims of a violent crime, and 0.4 percent were victims of a serious violent crime (table 1). Further, 1.3 percent of students reported being victims of simple assault at school (classified as a violent crime but not a serious violent crime), and less than 1 percent reported being victims of a robbery or aggravated assault at school (both of which are serious violent crimes). Subsequent sections of this report elaborate on the relationship among characteristics of victims and nonvictims of violent crime and theft and student reports of school climate, security measures at school, and fear and avoidance behaviors.

Table 1. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by type of victimization: School year 2006–07

Type of victimization	Percent of students
None	95.7
Any	4.3
Theft	3.0
Personal larceny	#
Other theft	3.0
Violent	1.6
Simple assault	1.3
Serious violent	0.4
Rape and sexual assault	0.1
Robbery	0.2
Aggravated assault	0.1

# Rounds to zero.

! Interpret data with caution. The standard error for this estimate is from 30 to 50 percent of the estimate's value.

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. "Violent" includes serious violent crimes and simple assault. "Serious violent" includes rape, sexual assault, robbery, and aggravated assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, and on the way to or from school. Student reports of "theft" and "violent" victimization may not sum to "any" victimization because respondents can report more than one victimization. Population size for students ages 12–18 is 25,967,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2007.

## Characteristics of Victims of Crime at School

Victimization at school may be associated with student characteristics (including sex, race/ethnicity, grade level, and household income) or school characteristics (e.g., public vs. private school).

### Sex

In school year 2006–07, no measurable differences were found between the percentages of males and females who reported being victims of any crime, theft, or violent crime at school. A larger percentage of both male and female students were victims of theft (3.0 percent each) than were victims of violent crime (1.7 percent of males and 1.4 percent of females) (table 2).

### Race/Ethnicity<sup>7</sup>

No measurable differences were found among the percentages of White, Black, Hispanic students, and students of all other races who reported being victims of any crime, theft, or violent crime at school (table 2). Among White students, a higher percentage reported being victims of theft (3.1 percent) than of violent crime at school (1.5 percent).

### Grade Level

In school year 2006–07, a higher percentage of students in 9<sup>th</sup> grade reported theft victimization (4.6 percent) than did students in grades 7, 8, or 11 (about 3 percent each) or grade 12 (1.9 percent) (table 2). The percentage of students in 7<sup>th</sup> grade who reported being victims of a violent crime at school (2.4 percent) was higher than that of students in 9<sup>th</sup> grade and 12<sup>th</sup> grade (1.2 percent and 0.8 percent, respectively).

### Household Income<sup>8</sup>

An analysis of student household income found that a higher percentage of students living in households with incomes of \$35,000–49,999 reported experiencing any crime (6.5 percent) than did students in households with incomes of \$7,500–14,999 (3.3 percent) (table 2). In addition, a higher percentage of students living in households with incomes of \$35,000–49,999 reported a violent crime (3.0 percent) than did students in households with incomes of \$50,000 or more (1.0 percent).

### School Sector (Public/Private)

The percentage of public school students who reported being victims of any crime (4.6 percent) and theft (3.2 percent) was higher than that of private school students (1.1 percent each for any crime and theft) (table 2).

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<sup>7</sup> For ease of presentation, White, not Hispanic or Latino students, Black, not Hispanic or Latino students, Hispanic or Latino students, and students of all other races are referred to as White, Black, Hispanic, and students of all other races here and for the remainder of the report. “All other races” includes Asians, Pacific Islanders, and American Indians (including Alaska Natives) and respondents of two or more races. For this report, not Hispanic or Latino students who identified themselves as being of two or more races (1 percent of all respondents) were included in the “all other races” category. Respondents who identified themselves as being of Hispanic or Latino origin were classified as “Hispanic,” regardless of their race.

<sup>8</sup> The income categories presented in this report are a recoding of the 14 categories offered in the NCVS-1 Basic Screen Questionnaire. Adjacent categories were collapsed to be consistent with other NCES products produced from this dataset (see the table library at the NCES Crime and Safety Surveys portal at <http://nces.ed.gov/programs/crime>). Readers should use caution when interpreting the results of analysis from these collapsed categories. As with all categorical data, results may differ from different category breakdowns.

Table 2. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school, by type of victimization and selected student and school characteristics: School year 2006–07

Student and school characteristic	Total number of students	Type of victimization			
		None	Any	Theft	Violent
Total	25,967,000	95.7	4.3	3.0	1.6
Sex					
Male	13,222,000	95.5	4.5	3.0	1.7
Female	12,745,000	96.0	4.0	3.0	1.4
Race/ethnicity					
White, not Hispanic or Latino	15,581,000	95.7	4.3	3.1	1.5
Black, not Hispanic or Latino	4,000,000	95.7	4.3	3.0	1.6 !
Hispanic or Latino	4,471,000	96.4	3.6	2.2	1.4
All other races, not Hispanic or Latino <sup>1</sup>	1,916,000	94.4	5.6	3.8	2.3 !
Grade					
6th	2,465,000	95.9	4.1	2.7	1.5 !
7th	4,039,000	95.3	4.7	2.7	2.4
8th	4,012,000	95.6	4.4	2.5	2.1
9th	4,149,000	94.7	5.3	4.6	1.2 !
10th	3,966,000	95.6	4.4	3.6	1.2 !
11th	3,919,000	96.0	4.0	2.6	1.5
12th	3,417,000	97.3	2.7	1.9	0.8 !
Household income					
Less than \$7,500	762,000	96.5	3.5 !	2.8 !	‡
\$7,500–14,999	998,000	96.7	3.3 !	‡	2.3 !
\$15,000–24,999	1,860,000	96.0	4.0	2.1 !	2.1 !
\$25,000–34,999	2,120,000	94.1	5.9	4.5	2.2 !
\$35,000–49,999	3,423,000	93.5	6.5	4.0	3.0
\$50,000 or more	11,521,000	96.2	3.8	2.9	1.0
Student-reported school type					
Public	23,751,000	95.4	4.6	3.2	1.7
Private	2,208,000	98.9	1.1 !	1.1 !	#

# Rounds to zero.

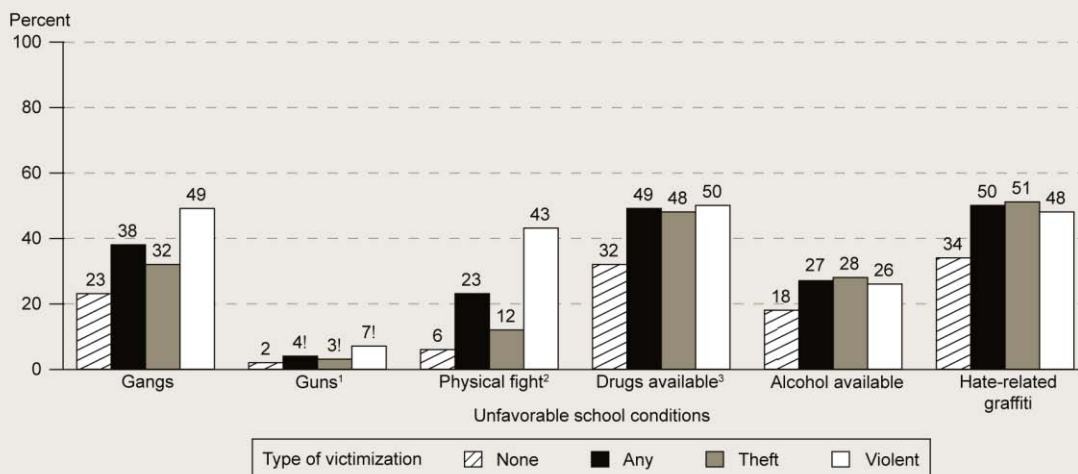
! Interpret data with caution. The standard error for this estimate is from 30 to 50 percent of the estimate's value.

‡ Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

<sup>1</sup> "All other races, not Hispanic or Latino" includes Asians, Pacific Islanders, and American Indians (including Alaska Natives) and respondents of two or more races. For this report, not Hispanic or Latino students who identified themselves as being of two or more races (1 percent of all respondents) were included in the "all other races, not Hispanic or Latino" category. Respondents who identified themselves as being of Hispanic or Latino origin were classified as "Hispanic or Latino," regardless of their race.

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, and on the way to or from school. Student reports of "theft" and "violent" victimization may not sum to "any" victimization because respondents can report more than one victimization. Detail does not sum to total number of students because of rounding, missing data ("household income"), or because response category "don't know" is not shown ("student-reported school type"). Population size for students ages 12–18 is 25,967,000. SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2007.

**Figure 1. Percentage of students ages 12 through 18 who reported conditions of an unfavorable school climate, by reports of criminal victimization at school: School year 2006–07**



! Interpret data with caution. The standard error for this estimate is from 30 to 50 percent of the estimate's value.

<sup>1</sup> Includes students who reported that they saw another student who brought a gun to school.

<sup>2</sup> Includes students who reported being involved in one or more physical fights at school.

<sup>3</sup> Includes students who reported that marijuana, crack, other forms of cocaine, uppers, downers, LSD, PCP, heroin, prescription drugs, or other drugs were available at school.

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, and on the way to or from school. Population size for students ages 12–18 is 25,967,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2007.

**Table 3. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school, by student reports of conditions of school climate and type of victimization: School year 2006–07**

Type of victimization	Gangs present at school	Saw student with a gun	Engaged in physical fight <sup>1</sup>	Drugs at school <sup>2</sup>	Alcohol at school	Saw hate-related graffiti
Total	23.2	1.8	6.6	32.3	18.1	35.0
None	22.6	1.8	5.9	31.6	17.7	34.3
Victimization						
Any	38.0	3.6!	23.2	48.9	27.5	49.7
Theft	32.1	2.6!	12.2	48.3	28.2	50.7
Violent	49.0	7.0!	42.8	50.3	26.3	48.2

! Interpret data with caution. The standard error for this estimate is from 30 to 50 percent of the estimate's value.

<sup>1</sup> Includes students who reported being involved in one or more physical fights at school.

<sup>2</sup> Includes students who reported that marijuana, crack, other forms of cocaine, uppers, downers, LSD, PCP, heroin, prescription drugs, or other drugs were available at school.

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, and on the way to or from school. Student reports of "theft" and "violent" victimization may not sum to "any" victimization because respondents can report more than one victimization. Population size for students ages 12–18 is 25,967,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2007.

## Victimization and School Climate

In assessing the prevalence of school crime, it is also important to consider how the nature of the school climate may be associated with student criminal victimization. The 2007 SCS asked respondents about gangs, guns, fights, drugs, alcohol, and hate-related graffiti in their school. Specifically, students were asked if there were gangs at school, if they had seen another student with a gun at school, if they had engaged in a physical fight at school, if drugs<sup>9</sup> or alcohol were available at school, and if they had seen any hate-related graffiti at school.

The findings show that there were measurable differences between victims and nonvictims of crime at school among various conditions of an unfavorable school climate in school year 2006–07. Specifically, a higher percentage of victims of any crime than of nonvictims reported the presence of gangs at school (38.0 percent vs. 22.6 percent) (figure 1 and table 3). Further, higher percentages of victims of theft (32.1 percent) and violence (49.0 percent) reported the presence of gangs at school than did nonvictims (22.6 percent).

Higher percentages of victims of any crime (23.2 percent) and violent crime (42.8 percent) report having engaged in a physical fight at school than did nonvictims (5.9 percent) (figure 1 and table 3). The availability of drugs at school was reported by 48.9 percent of victims of any crime, 48.3 percent of theft victims, and 50.3 percent of victims of violence, compared to 31.6 percent of nonvictims. Alcohol availability at school was higher among victims of any crime (27.5 percent) and theft (28.2 percent) compared to that of nonvictims (17.7 percent) (figure 1 and table 3). Higher percentages of student victims of any crime (49.7 percent), theft (50.7 percent) and violence (48.2 percent) reported having seen hate-related graffiti at school than did nonvictims (34.3 percent). However, there was no measurable difference between the percentage of victims of any crime and of nonvictims who reported having seen another student with a gun at school (figure 1 and table 3).

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<sup>9</sup> Students were asked whether marijuana, crack, cocaine, uppers, downers, LSD, PCP, heroin, prescription drugs, or other drugs were available at school.

## Victimization and Bullying at School

Student bullying and cyberbullying are areas of concern for school authorities, as bullying<sup>10</sup> behavior may be associated with more significant events of criminal victimization and offending behavior (Nansel et al. 2001). As in previous iterations of the SCS, the 2007 SCS asked students whether they were bullied using traditional<sup>11</sup> means at school during the 2006–07 school year. New to the 2007 SCS, students were asked whether they were bullied by electronic means anywhere during the 2006–07 school year.<sup>12</sup> With this newly available data on electronic bullying, this section is intended to provide comprehensive findings on student bullying by various methods.

Findings show that in school year 2006–07 a higher percentage of students who reported being the victim of any crime at school also reported they were bullied using traditional means at school (62.2 percent) than did nonvictims of crime (30.4 percent) (figure 2 and table 4). Further, 56.5 percent of victims of theft and 80.1 percent of victims of violence also reported traditional bullying at school, compared to 30.4 percent of nonvictims.

About 11.6 percent of students who reported being the victim of any crime also reported they were bullied by electronic means anywhere, compared to 3.3 percent of nonvictims (figure 2 and table 4). Similarly, 10.7 percent of victims of theft and 13.9 percent of victims of violence reported electronic bullying, compared to 3.3 percent of nonvictims.

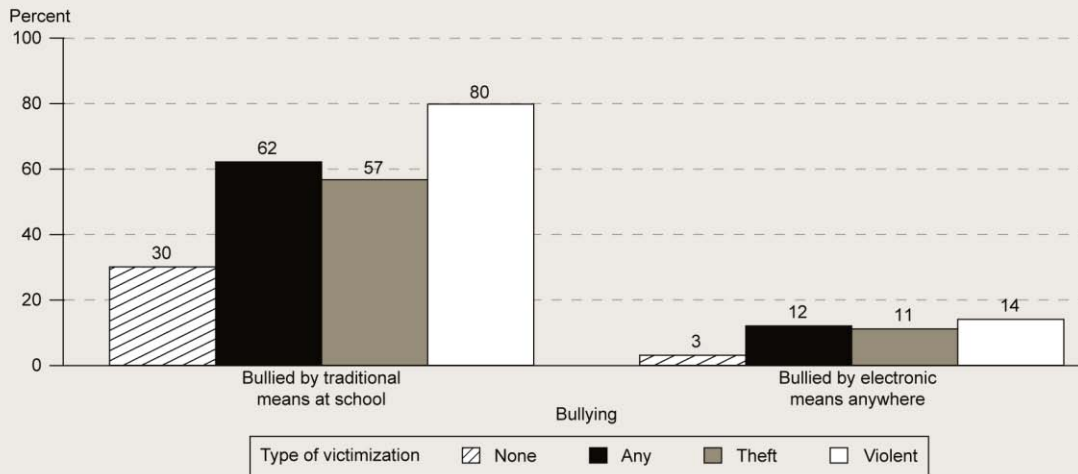
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<sup>10</sup> Readers may suspect that students who report bullying in the form of more overt physical attacks may be reporting many of the same instances in their reports of criminal victimization. However, these two concepts are addressed quite differently during data collection for the NCVS and SCS. For example, in the NCVS, detailed information from a screener questionnaire and incident report are used to determine whether a crime has been committed and the type of crime. In the SCS, students self-determine bullying victimization based on reports of several types of behavior. Although it is possible that students include victimizations that they reported previously in the NCVS screener and incident reports when responding to the SCS bullying items, it is not possible to make this distinction given the SCS questionnaire wording. As a result, they are reported as distinct events in this report.

<sup>11</sup> Traditional bullying is victimization by a peer that occurred at school. Students were asked whether another student had made fun of them, spread rumors about them, threatened them with harm, pushed or shoved them, forced them to do something they did not want to do, excluded them from activities, or destroyed their property.

<sup>12</sup> Electronic bullying is victimization by a peer that occurred anywhere via electronic means, including the Internet, instant messaging, and text messaging.

**Figure 2. Percentage of students ages 12 through 18 who reported being bullied by traditional means at school or by electronic means anywhere, by reports of criminal victimization at school: School year 2006–07**



NOTE: "Traditional bullying" is victimization by a peer that occurred at school. Students were asked whether another student had made fun of them; spread rumors about them; threatened them with harm; pushed or shoved them; forced them to do something they did not want to do; excluded them; or destroyed their property. "Electronic bullying" is victimization by a peer that occurred anywhere via electronic means, including the Internet, instant messaging, and text messaging. "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, and on the way to or from school. Student reports of "theft" and "violent" victimization may not sum to "any" victimization because respondents can report more than one victimization. Population size for students ages 12–18 is 25,967,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2007.

**Table 4. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school, by student reports of being bullied by traditional means at school or by electronic means anywhere and type of victimization: School year 2006–07**

Type of victimization	Bullied by traditional means at school	Bullied by electronic means anywhere
Total	31.7	3.7
None	30.4	3.3
Victimization		
Any	62.2	11.6
Theft	56.5	10.7
Violent	80.1	13.9

NOTE: "Traditional bullying" is victimization by a peer that occurred at school. Students were asked whether another student had made fun of them; spread rumors about them; threatened them with harm; pushed or shoved them; forced them to do something they did not want to do; excluded them from activities; or destroyed their property. "Electronic bullying" is victimization by a peer that occurred anywhere via electronic means, including the Internet, instant messaging, and text messaging. "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, and on the way to or from school. Student reports of "theft" and "violent" victimization may not sum to "any" victimization because respondents can report more than one victimization. Population size for students ages 12–18 is 25,967,000.

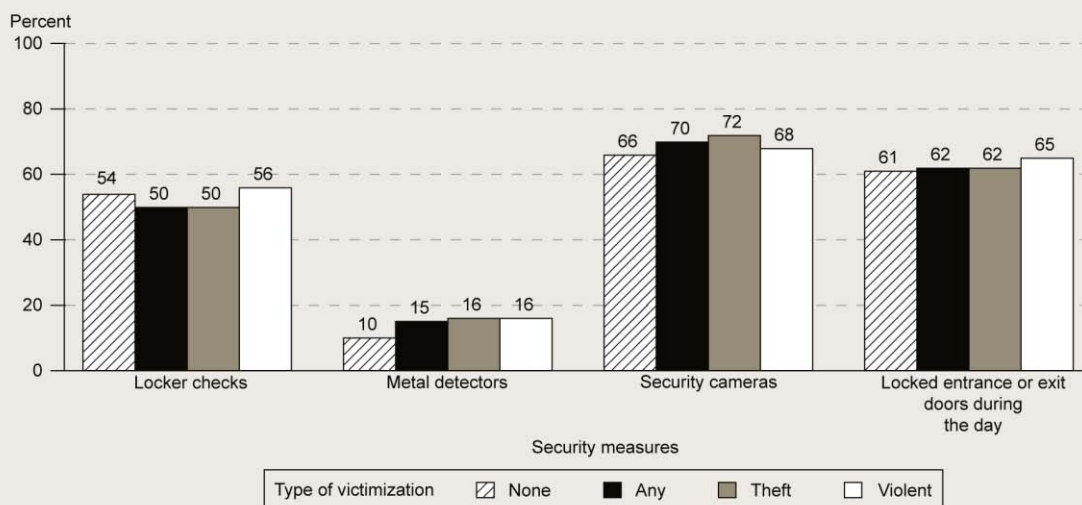
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2007.

## Victimization and Security Measures at School

School authorities are faced with the important task of deciding which security measures to implement, including hiring law enforcement officers, using metal detectors or security cameras, locking entrances and exits during the school day, and using staff supervision in hallways. An analysis of the 2008 School Survey on Crime and Safety (SSOCS),<sup>13</sup> a principal-based survey of U.S. public schools, found that 46 percent of schools used paid law enforcement or security at school during school hours, 5 percent of schools used random metal detector checks on students, and 55 percent used security cameras to monitor the school.

The 2007 SCS asked students whether their schools used certain security measures. Among all students, 53.6 percent reported the use of locker checks, 10.1 percent reported the use of metal detectors, 66.0 percent reported the use of security cameras, and 60.9 percent reported the use of locked entrance or exit doors during the day during school year 2006–07 (table 5). An examination of the data found no measurable differences between reports from victims of any crime, theft, or violent crime and nonvictims with regard to the use of locker checks, security cameras, or locked entrance or exit doors (figure 3 and table 5). However, a higher percentage of victims of any crime than of nonvictims reported that their schools had metal detectors (15.1 percent vs. 9.9 percent).

**Figure 3. Percentage of students ages 12 through 18 who reported the use of selected security measures to secure school buildings, by reports of criminal victimization at school: School year 2006–07**



NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, and on the way to or from school. Population size for students ages 12–18 is 25,967,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2007.

<sup>13</sup> The 2008 SSOCS web tables are available for download from the principal/school surveys link at the NCES Crime and Safety Surveys portal, located at <http://nces.ed.gov/programs/crime>.



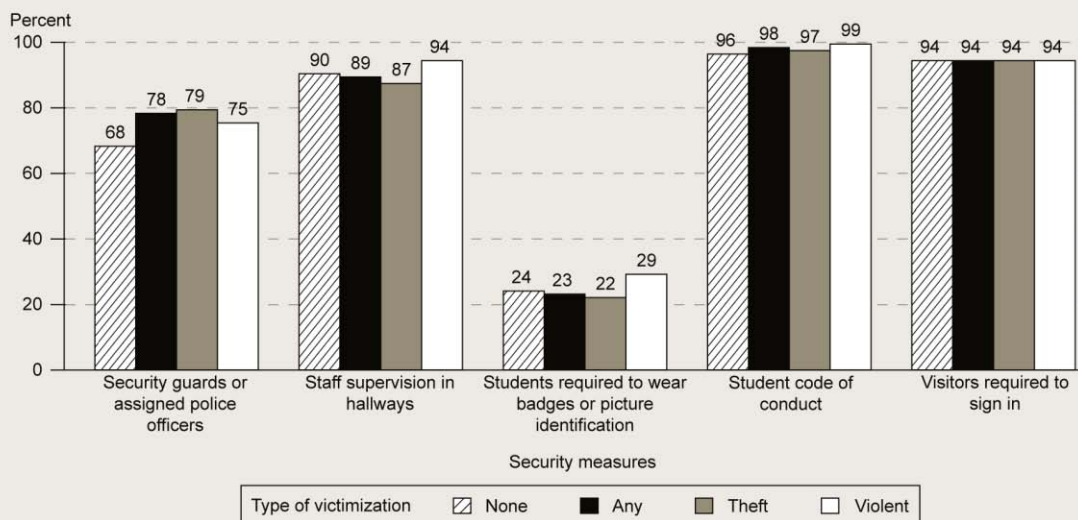
Table 5. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school, by student reports of the use of selected security measures to secure school buildings and type of victimization: School year 2006–07

Type of victimization	Locker checks	Metal detectors	Security cameras	Locked entrance or exit doors during the day
Total	53.6	10.1	66.0	60.9
None	53.7	9.9	65.9	60.8
Victimization				
Any	50.5	15.1	70.2	61.9
Theft	50.5	15.9	71.8	62.2
Violent	56.1	16.4	67.7	65.2

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, and on the way to or from school. Student reports of "theft" and "violent" victimization may not sum to "any" victimization because respondents can report more than one victimization. Population size for students ages 12–18 is 25,967,000.  
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2007.

Students were also asked about the use of designated personnel and enforcement of administrative procedures to ensure student safety at school. Specifically, 68.8 percent of students reported security guards or assigned police officers, 90.0 percent reported staff supervision in the hallways, 24.3 percent reported a requirement that students wear picture identification, 95.9 percent reported their school had a student code of conduct, and 94.3 percent reported a requirement that visitors sign in at their school (table 6). No measurable differences were found between victims of any crime, theft, or violent crime and nonvictims in their reports of the use of staff supervision in hallways, a requirement that students wear badges or picture identification, the use of a student code of conduct, and a requirement that visitors sign in (figure 4 and table 6). However, a higher percentage of victims of theft than of nonvictims reported that their schools used security guards or assigned police officers (78.7 percent vs. 68.4 percent).

**Figure 4. Percentage of students ages 12 through 18 who reported the use of security measures requiring the enforcement of administrative procedures at school, by reports of criminal victimization at school: School year 2006–07**



NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, and on the way to or from school. Population size for students ages 12–18 is 25,967,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2007.

**Table 6. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school, by student reports of the use of security measures requiring the enforcement of administrative procedures and type of victimization: School year 2006–07**

Type of victimization	Security guards or assigned police officers	Staff supervision in hallways	Students required to wear badges or picture identification	Student code of conduct	Visitors required to sign in
Total	68.8	90.0	24.3	95.9	94.3
None	68.4	90.1	24.4	95.8	94.3
Victimization					
Any	78.0	88.6	23.5	97.7	93.8
Theft	78.7	86.9	21.5	97.5	94.2
Violent	74.9	94.1	28.9	98.5	94.3

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, and on the way to or from school. Student reports of "theft" and "violent" victimization may not sum to "any" victimization because respondents can report more than one victimization. Population size for students ages 12–18 is 25,967,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2007.

## Victimization, Fear, and Avoidance Behaviors at School

In the 2007 SCS, students were asked how often they had been afraid of an attack or harm at school during the school year. Students were also asked whether they skipped school or class, avoided extracurricular activities, or avoided specific places inside the school building because they thought someone might attack or harm them.

The findings show that higher percentages of victims of any crime (12.7 percent) and of violent crime (23.2 percent) than of nonvictims (4.9 percent) reported being afraid of attack or harm in school year 2006–07 (figure 5 and table 7). About 3.6 percent of victims of any crime and 6.2 percent of victims of violent crime reported skipping school compared to 0.7 percent of nonvictims. Similarly, 2.5 percent of victims of any crime reported skipping class, compared to 0.6 percent of nonvictims. When asked about avoiding school activities, a higher percentage of victims of any crime (5.1 percent) reported they did so than did nonvictims (5.1 percent vs. 1.6 percent) (figure 5 and table 7).

Students were also asked if they had avoided specific places inside the school building, including the entrance into the school, hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building. A higher percentage of victims of any crime and violent crime reported avoiding specific places in school than did nonvictims (13.1 percent, 22.1 percent, and 5.4 percent, respectively) (figure 5 and table 7).

**Figure 5. Percentage of students ages 12 through 18 who reported personal avoidance behavior at school, by reports of criminal victimization at school: School year 2006–07**



<sup>‡</sup> Interpret data with caution. The standard error for this estimate is from 30 to 50 percent of the estimate's value.

<sup>‡</sup> Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

<sup>1</sup> Includes fear of attack at school and on the way to or from school. Includes respondents who "sometimes" or "most of the time" were fearful at school.

<sup>2</sup> Includes the entrance into the school, hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building.

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property, and on the way to or from school. Population size for students ages 12–18 is 25,967,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2007.

Table 7. Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school, by student reports of personal avoidance behavior and type of victimization: School year 2006–07

Type of victimization	Feared attack or harm <sup>1</sup>	Skipped school	Skipped class	Avoided school activities	Avoided a specific place at school <sup>2</sup>
Total	5.2	0.8	0.7	1.8	5.7
None	4.9	0.7	0.6	1.6	5.4
Victimization					
Any	12.7	3.6 !	2.5 !	5.1	13.1
Theft	8.4	‡	2.5 !	5.1 !	8.9
Violent	23.2	6.2 !	‡	5.2 !	22.1

! Interpret data with caution. The standard error for this estimate is from 30 to 50 percent of the estimate's value.

‡ Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

<sup>1</sup> Includes fear of attack at school and on the way to or from school. Includes respondents who "sometimes" or "most of the time" were fearful at school.

<sup>2</sup> Includes the entrance into the school, hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building.

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and victimization because respondents can report more than one victimization. Population size for students ages 12–18 theft. "At school" includes inside the school building, on school property, and on the way to or from school. Student reports of "theft" and "violent" victimization may not sum to "any" victimization because respondents can report more than one victimization. Population size for students ages 12–18 is 25,967,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2007.

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## **Appendix A: Technical Notes**

## Sponsorship and Purpose of the Survey

The School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS) was jointly designed by the Department of Education's National Center for Education Statistics (NCES) and the Department of Justice's Bureau of Justice Statistics. More information about this survey can be found at <http://nces.ed.gov/programs/crime>. Data used to produce this report are available for download from the student surveys link at the NCES Crime and Safety Surveys portal, located at <http://nces.ed.gov/programs/crime>.

Created as a supplement to the NCVS, the SCS has been conducted in 1989, 1995, 1999, 2001, 2003, 2005, 2007, and 2009 to collect information about student and school characteristics on a national level. The survey was designed to assist policymakers, as well as academic researchers and practitioners at the federal, state, and local levels, in making informed decisions concerning crime in schools. The SCS asks students a number of questions about their experiences with and perceptions of crime and violence occurring inside their school, on school grounds, on the school bus, and from 2001 onward, going to or from school. The SCS contains additional questions not included in the NCVS, such as those concerning preventive measures used by the school, students' participation in after-school activities, students' perceptions of school rules, the presence of weapons and gangs in school, the presence of hate-related words and graffiti in school, student reports of bullying and rejection at school, the availability of drugs and alcohol in school, and students' attitudes relating to fear of victimization and avoidance behavior at school.

## Sample Design and Data Collection

Each month, the U.S. Census Bureau selects respondents for the NCVS using a "rotating panel" design. Households are selected into the sample using a stratified, multistage cluster design. In the first stage, the primary sampling units (PSUs), consisting of counties or groups of counties are selected, and smaller areas, called Enumeration Districts (EDs), are selected within each sampled PSU. Within each ED, clusters of four households, called segments, are selected. Across all EDs, sampled households are then divided into discrete groups (rotations), and all age-eligible individuals in the households become part of the panel.

Once in the panel, respondents are administered NCVS every 6 months (for a total of seven interviews over a 3-year period) to determine whether they have been victimized during the 6 months preceding the interview. The SCS questionnaire is administered after the NCVS to eligible persons in the sample. The first interview is considered the incoming rotation, while the second through the seventh interviews are considered continuing rotations.

The first NCVS/SCS interview is administered face-to-face using computer assisted personal interviewing (CAPI); the remaining interviews are administered by telephone using CAPI unless circumstances call for an in-person interview. After the seventh interview, the household leaves the panel and a new household is rotated into the sample. This type of rotation scheme is used to reduce the respondent burden that might result if households were to remain in the sample permanently. It should be noted that the data from the NCVS/SCS interviews obtained in the incoming rotation are included in the SCS data file. The implications of examining data from unbounded and bounded interviews are discussed in the "Survey Limitations" section below.



The SCS is administered to all eligible respondents within NCVS households between January and June of the year of data collection. In order to be eligible for the SCS, students must be 12 through 18 years old, have attended school in grades 6 through 12 at some point during the school year, and have not had any homeschooling during the school year.<sup>1</sup> In 2007, there were approximately 50,000 households in the NCVS sample, and 11,161 NCVS respondents were eligible to complete the SCS. Of the eligible respondents, 6,503 completed the 2007 SCS and 5,621 met the criteria for inclusion in this analysis. These criteria are detailed in the glossary of variables.

The prevalence of victimization for the 2007 SCS was calculated by using NCVS incident variables appended to the SCS data file. The NCVS “type of crime” (TOC) variable was used to classify victimizations of students in SCS as serious violent, violent, or theft. NCVS-2 variables asking where the incident happened and what the victim was doing when it happened were used to ascertain whether the incident happened at school.

### Changes in Questionnaire Wording

The SCS questionnaire has been modified in several ways since its inception. First, in 1995 and 1999, “at school” was defined for respondents as in the school building, on the school grounds, or on a school bus. In 2001, the definition for “at school” was changed to mean in the school building, on school property, on a school bus, or going to and from school. This change was made to the 2001 questionnaire in order to be consistent with the definition of “at school” in NCVS; the same change was made to the 2003, 2005, and 2007 questionnaires. Cognitive interviews conducted by the U.S. Census Bureau on the 1999 SCS suggested that modifications to the definition of “at school” would not have a substantial impact on the estimates.

Second, in 2007, the time period that respondents were asked to reference for the entire SCS was revised from “the last 6 months” to “this school year.” This change was largely based on feedback obtained from students ages 12 through 18 who reviewed the items during cognitive laboratory evaluations conducted by the Census Bureau. These respondents revealed they were not being strict in their interpretation of the 6-month reference period and were responding based on their experiences during the entire school year. Further, Furlong et al. (2005) found that among students in grades 9-12, estimates of school safety-related experiences among matched students in the same school were not significantly different between those referencing the past 30 days and those referencing the past 12 months. Hilton and colleagues (1998) also found that self-reports of interpersonal violence among students are “insensitive” to specified time frames, in that study “participants reported almost the same number of violent acts in the past month as in the past year.” In 2007, no change in reference period was made for criminal victimizations as reported in the main NCVS. That is, criminal victimizations at school are reported for the 6-month period prior to the date of interview while school characteristics reported in the SCS are reported for the last school year. Analyses of the data show no measurable change in estimates of

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<sup>1</sup> Persons who have dropped out of school, have been expelled or suspended from school, or are temporarily absent from school for any other reason, such as illness or vacation, are eligible as long as they have attended school at any time during the school year. Students who are homeschooled as all or part of their schooling are not included past the screening questions, since many of the questions in SCS are not relevant to their situation.

students reporting specific school characteristics from the SCS and, as expected, no measurable change in estimates of criminal victimization from the NCVS between 2005 to 2007.

Third, the SCS questions pertaining to fear and avoidance have been changed. In 1995, 1999, 2003, and 2005, students were asked if they were fearful or avoidant because they thought someone would “attack or harm” them. In 2001, students were asked if they were fearful or avoidant because they thought someone would “attack or threaten to attack” them. In the 1999 and 2001 SCS surveys, students were asked to exclude times they were at school or going to or from school in the question about fear away from school. In 2003, 2005, and 2007, when asked about fear away from school, students were asked to exclude times they were at school; however, in these years the definition of “at school” included going to and from school. These changes should be considered when making comparisons across survey years.

Fourth, the introduction to and definition of gangs, as well as the placement of the item about gangs in the questionnaire, were changed beginning with the 2001 SCS. *Thus, the reader should be cautioned not to compare estimates of gangs based on 2007 SCS data presented in this report with estimates of gangs based on data prior to the 2001 SCS.*

Finally, in 2005, the SCS question pertaining to bullying was changed. In 1999, 2001, and 2003, students were asked a single question about bullying, whereas the 2005 SCS included a series of questions (students were not asked about bullying in the 1995 SCS). *Because of significant changes in questionnaire wording, comparisons between the 2007 SCS questions on bullying and the question in survey years prior to 2005 should be made with caution.*

### Classification of Crimes

The NCVS TOC variable appended to the SCS data file is used to classify victimizations of students in the SCS as any victimization, violent victimization, or theft. “Any” victimization is a combination of violent victimization and theft. Thus, if a student reports an incident of either violent victimization or theft, or both, he or she is counted as having experienced “any” victimization. Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Theft includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. The NCVS captures each crime within a victimization and classifies the victimization according to the most serious crime.

Estimates reported in this report are based on the prevalence, or percentage, of students who experience victimizations. Respondents could report that as many as seven victimizations occurred during the reporting period, allowing for the possibility of multiple incidents per person and multiple crimes per incident. However, when examining prevalence, each student is counted only once as having experienced any of the various types of criminal victimizations at school (e.g., theft, violent, or serious violent crime), regardless of how many times they occurred. Measuring student victimization in this way provides the percentages of students who are directly affected by victimization, rather than the number of victimizations that occur.

## Survey Limitations

In addition to concerns about measurement error resulting from nonresponse and changes in questionnaire wording, other limitations are worth noting. The first consideration is sampling error. Because the sample of students selected for each administration of the SCS is just one of many possible samples that could have been selected, it is possible that estimates from a given SCS student sample may differ from estimates that would have been produced from other student samples.

The effects of unbounded and bounded interviews should also be considered (Cantor and Lynch 2000). According to Addington (2005), the effects of bounding may not be a concern when reporting victimization using a 6-month window; however, this possibility should be acknowledged. When producing victimization estimates using the NCVS data appended to the SCS, data from the first unbounded interview are included, this may result in reporting events outside of the reference period. Beginning in 2006, the Bureau of Justice Statistics also began including these unbounded interviews in their estimates using the larger NCVS. Literature concerning such “forward telescoping” has found varying estimates of inflation rates caused by unbounded interviews, with some studies reporting increases as high as 40–50 percent (Hemenway, Azrael, and Miller 2000) and others reporting an increase of 10 percent or less (Gaskell, Wright, and O’Muircheartaigh 2000). On a crime-specific basis, Gottfredson and Hindelang (1981) found that unbounded interviews typically yielded reports of victimization that were 20 percent greater than those from bounded interviews. In the current analysis, 24 percent of SCS interviews were new to the NCVS panel. Because first-time interviews are unbounded, there is a chance that victimizations preceding the desired 6-month reference period may be included. To the extent that they are, victimization reports may be inflated. However, adjustments to the weights provided on the data file take into account the inclusion of these unbounded interviews and are described below.

## Unit and Item Response Rates

A unit response rate is, at its most basic level, the ratio of surveys completed by eligible respondents to the total count of eligible respondents. Unit response rates can be unweighted or weighted and are traditionally reported because they reflect the potential effects of nonsampling error and indicate whether portions of the population are underrepresented due to nonresponse. In some surveys, this calculation can be rather complicated because it is difficult to distinguish between eligible and ineligible units.

Because SCS interviews with students could only be completed after households had responded to the NCVS, the unit completion rate for the SCS reflects both the household interview completion rate and the student interview completion rate. A total of 6,503 students participated in the 2007 SCS. The unweighted household completion rate was 90 percent, and the unweighted student completion rate was 58 percent. The overall unweighted SCS unit response rate (calculated by multiplying the household completion rate by the student completion rate) was 53 percent. Because the NCVS is designed to be a self-weighting sample, the weighted completion rates are the same as the unweighted completion rates.

The rate at which respondents provide a valid response to a given item in the survey instrument is referred to as the item response rate. Item response rates for most items used in this report were over 97 percent for all eligible respondents. For most questions in the SCS, “don’t know” and refusal responses were not offered explicitly, but were considered valid if given by the respondent. In this report, “don’t know” was included in the analysis when it appeared as a response option in the questionnaire. No explicit imputation procedure was used to correct for item nonresponse.

### Unit Nonresponse Bias Analysis

NCES requires that any stage of data collection within a survey that has a unit base-weighted response rate of less than 85 percent be evaluated for the potential magnitude of nonresponse bias before the data or any analysis using the data may be released (U.S. Department of Education 2003). The existence of nonresponding students has the potential to introduce bias into survey estimates, depending on the magnitude of the nonresponse and whether differences exist between responding and nonresponding students in characteristics related to the estimates of interest.

Nonresponse can affect the strength and application of survey data both by leading to an increase in variance as a result of a reduction in the actual size of the sample and by introducing bias in outcomes of interest. Both low response rates and/or large differences between respondents and nonrespondents on key survey variables can lead to unit nonresponse bias, as the magnitude of unit nonresponse bias is determined by multiplying these two factors. Thus, low response rates may not lead to bias if respondents and nonrespondents do not differ on the outcome of interest. Alternatively, high response rates may not indicate low unit response bias if there are large differences between respondents and nonrespondents on the outcome of interest.

Due to the low-weighted unit response rate in 2007 (53 percent), a unit nonresponse bias analysis was performed to determine the extent to which there might be bias in the estimates produced using SCS data. The SCS sampling frame has three key student characteristic variables for which data are known for respondents and nonrespondents—sex, race/ethnicity, and household income. To the extent that there are differential responses by respondents in these groups, nonresponse bias is a concern.

The analysis of unit nonresponse bias found evidence of potential bias for the race/ethnicity and household income variables. White and Black respondents had higher response rates than did Hispanic respondents. Respondents from households with incomes of \$25,000 or more had higher response rates than those from households with incomes of less than \$25,000. However, when answers to these items from responding students were compared to the eligible NCVS sample, no measurable differences were found. This suggests that differential response rates in the race/ethnicity and household income variables occurred mainly at the NCVS level, rather than at the SCS level (see subsequent analysis of these two factors under item nonresponse bias analysis section on page A-7).

Weighting adjustments were computed for the NCVS and SCS to account for nonresponse (see the Weighting section on page A-9 for additional information). Before adjustments for nonresponse, the ratio of the SCS respondent population (15,301,559) to the estimate of the population eligible for the SCS survey (30,229,033) was .506. Once the weights were adjusted for nonresponse, the ratio of the adjusted SCS respondent population

(29,923,071) to the total population eligible for the SCS survey (30,229,033) was .990, revealing how effectively the final weights have adjusted for nonresponse. While a measure of the ratio of the estimate of nonrespondents to total eligible in the population is possible (14,927,474/30,229,033), it is not possible to determine the estimate of nonrespondents adjusted for non-response, since the weights are adjusted for respondents to the SCS. For these reasons weighted estimates of respondents were used to calculate measures of bias.

The estimate of the SCS respondent population before nonresponse adjustments were made to the sample was 15,301,559. This was calculated by multiplying the 6,503 respondents by 2,353, the base sampling weight for the NCVS. The estimate of the SCS respondent population after nonresponse adjustments were made was 29,923,071. This was calculated by weighting the 6,503 respondents with the final SCS weight. The total population of 12-to-18-year olds is 30,229,033, a population control, which was obtained from Census data for 2007, was used to adjust the weights.

### Item Nonresponse Bias Analysis

As in most surveys, the responses to some items are not obtained for all interviews in the SCS, which can lead to item nonresponse bias. There are numerous reasons for item nonresponse. Some respondents may not know the answer to an item or may not want to respond for other reasons, or the interview may have been interrupted and not completed. Item nonresponse can also occur when inconsistencies are discovered after the interview and responses must be set to missing.

Unweighted item response rates are calculated by dividing the number of interviewed respondents that responded to an item by the number of eligible respondents asked to respond to the item. The mean item weighted<sup>2</sup> response rate for the 2007 NCVS/SCS was greater than 97 percent and, therefore, there is little potential for item nonresponse bias for most items in the survey. For the items with weighted response rates lower than 85 percent, however, the potential for nonresponse bias exists.<sup>3</sup> The four items with response rates less than 85 percent are listed in table A-1. Of these four variables, the NCVS household income item (SC214) is the only item that is used as an analytic variable in this report. Therefore, only the results of the item nonresponse bias analysis for this variable are discussed.

Since item nonresponse bias may be viewed as a function of both the item response rate and the extent to which the item respondents differ from the item nonrespondents, bounds on the item nonresponse bias may be obtained by imposing extreme assumptions on the item nonrespondents. This procedure evaluates how missing values impact the non-imputed distribution of responses, referred to as the “original distribution,” by imputing nonresponse items using extreme values. In order to assess possible nonresponse bias in the SCS data, sets of imputed values were generated by imposing extreme assumptions on the item nonrespondents. For polytomous items, such as household income, a “low” imputed value

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<sup>2</sup> The SCS person weight (SCSWT) was used to calculate item response rates.

<sup>3</sup> Since the mean item response rate for survey items was above 97 percent, even if the item nonrespondents differ considerably from the respondents, the item nonresponse bias will be negligible for most items. For items that had a small number of respondents, other sources of error, such as sampling error, and disclosure risk, could have a much larger effect on estimates than item nonresponse bias. Therefore, only items that had 30 or more respondents were included in the item nonresponse bias analysis. For the same reason, items for which less than 100 respondents were eligible and had item response rates of less than 30 percent were excluded.

variable was created by resetting imputed values to the lowest value in the original distribution, and a “high” imputed value variable was created by resetting imputed values to the highest value in the original distribution. Both the “low” imputed value variable distributions and the “high” imputed value variable distributions were compared to the original distributions. If measurable differences exist between the original and imputed samples, there is potential for bias in the particular item.

When the original income distributions of item respondents and all eligible item respondents were compared to the “low” and “high” imputed value item distributions, a measurable difference was found for race. White respondents had higher rates of response for this item than Black respondents. This evidence of potential bias warranted further examination of the income variable.

Table A-1. Detail of items included in the NCVS/SCS item nonresponse bias analysis, by variable source code: School year 2006-2007

Variable source code	Detail of items included in the NCVS/SCS item nonresponse bias analysis				
	Variable description	Data Source	Eligible respondents	Weighted response rate (percent)	Unweighted response rate (percent)
SC165	How often were you harassed by another student?	SCS	283	72.1	72.4
SC166	Did you notify a teacher or adult of this harassment?	SCS	283	72.1	72.4
SC214	Household income	NCVS-1	5,623	79.6	79.9
SC115	How many days skip at least one class in last 4 weeks?	SCS	358	80.6	80.7

NOTE: Only items that had 30 or more respondents or items that were applicable to 100 or more respondents and had item response rates of 30 percent or more were included in the item nonresponse bias analysis.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2007.

As discussed above, potential nonresponse bias may exist in the household income item due to the difference between respondents and nonrespondents across this item. Due to time and budgetary constraints, a nonresponse follow-up survey could not be performed in which income item nonrespondents could be contacted to see if their incomes truly differed from income item respondents. In lieu of this type of study, a response propensity analysis was performed where the distributions of income respondents and nonrespondents were compared within SCS variables considered to be associated with income (Bachman, Johnston, and O’Malley 1981; Blum et al. 2000; Khoury-Kassabri, Astor, and Benbenishty 2007; Sandefur, Meier, and Campbell 2006) using the likelihood-ratio Chi-squared test. If income nonrespondents and respondents do not differ on items associated with income, then it could be posited that income respondents and nonrespondents do not differ on the income item itself. The following items were examined in the propensity analysis:

- School sector (public or private)
- School church-related
- Alcohol availability at school
- Drug availability at school (marijuana, crack, cocaine, uppers, downers, LSD, PCP, heroin)
- Knew other students were on drugs/alcohol at school
- Offered illegal drugs or alcohol at school
- Brought a gun, knife, or other weapon to school
- Have seen a student with a gun at school
- Presence of gangs at school and how often they are in fights or involved in violence at school
- Gangs sell drugs at school
- Will attend school after high school
- Will graduate from a 4-year college

Further analysis on the income item that compared the distributions of respondents and nonrespondents within survey items associated with income yielded evidence of potential bias. Specifically, a higher percentage of income item nonrespondents reported having seen a student with a gun at school than did income item respondents. A lower percentage of income item nonrespondents reported that they would likely attend school after high school or attend a 4-year college after high school than did income item respondents.

The item nonresponse bias analysis concludes that while income has different response propensities for race/ethnicity, it might not be problematic because the distributions of income respondents and nonrespondents within most items associated with income were similar for all examined items except “have seen a student with a gun at school,” “will attend school after high school,” and “will graduate from a 4-year college.” Readers should use caution when interpreting the results derived from the income variable.

## Weighting

The purpose of the SCS is to be able to make inferences about criminal victimization in the 12- to 18-year-old student population in the United States. Before such inferences can be drawn, it is important to adjust, or “weight,” the sample of students to ensure it is similar to the entire population in this age group. The weights used in this report are a combination of household-level and person-level adjustment factors. In the NCVS, adjustments were made to account for both household- and person-level noninterviews. Additional factors were then applied to reduce the variance of the estimate by correcting for the differences between the sample distributions of age, race, and sex and the known population distributions of these characteristics. The resulting weights were assigned to all interviewed households and persons in the file.

A special weighting adjustment was performed on the SCS data. Noninterview adjustment factors were computed to adjust the weighting for SCS noninterviews, and two SCS person weights were computed as a result of applying special adjustment factors to the final NCVS

person weight. The first SCS weight computed was derived using the final NCVS person weight that was calculated for all interviewed persons in interviewed continuing households and applying a within-SCS noninterview adjustment factor. This weight should be used if producing NCVS estimates using only the continuing rotations. The second SCS weight was derived using the final NCVS person weight that was calculated for all interviewed persons in continuing and incoming households and applying a within-SCS noninterview adjustment factor. This weight should be used if producing SCS estimates using all rotations and was used to derive the estimates in this report.

## Standard Errors

The sample of students selected for each administration of the SCS is just one of many possible samples that could have been selected, so it is possible that estimates from a given SCS student sample may differ from estimates that would have been produced from other student samples. This type of variability is called sampling error because it arises from using a sample of students rather than all students. The standard error is a measure of the variability of a parameter estimate. It indicates how much variation there is in the population of possible estimates of a parameter for a given sample size. The probability that a complete census count would differ from the sample estimate by less than one standard error is about 0.68. The probability that the difference would be less than 1.65 standard errors is about 0.90, and the probability that the difference would be less than 1.96 standard errors is about 0.95. Standard errors for the estimates discussed in this report are presented in appendix B.

The standard error is calculated for each estimate provided in order to determine the “margin of error” for the estimates. The standard errors of the estimates for different subpopulations can vary considerably and should be taken into account when making comparisons. It should also be acknowledged that apparently large differences between estimates may not have measurable differences, which may be due to large standard errors.

Standard errors are typically developed assuming the sample is drawn with equal probability. Since the SCS sample is not a simple random sample, calculation of the standard errors requires procedures that are markedly different from those used when the data are from a simple random sample. To estimate the statistics and standard errors, this report utilized the Taylor series approximation method<sup>4</sup> using primary sampling unit (PSU) and strata variables available in the data file.

Another way that standard errors can be calculated is by using generalized variance function (gvf) constant parameters. The gvf represents the curve fitted to the individual standard errors calculated using the Jackknife Repeated Replication technique. The three constant parameters ( $a$ ,  $b$ , and  $c$ ) derived from the curve-fitting process are provided in table A-2 for those who prefer to use this method of calculating standard errors:<sup>5</sup>

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<sup>4</sup> Further information about the Taylor series approximation method can be found in Wolter (1985).

<sup>5</sup> A more detailed description of the gvf constant parameters developed for NCVS and SCS can be found at <http://ojp.usdoj.gov/bjs/pub/pdf/cvus/cvus01mt.pdf>.



Table A-2. Generalized variance function constant parameters for the School Crime Supplement to the National Crime Victimization Survey, by school year: School year 2006–2007

School year	Generalized variance function constant parameters		
	<i>a</i>	<i>b</i>	<i>c</i>
2007	-0.00035872	3,084	3.685

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics. (n.d.) *National Crime Victimization Survey: School Crime Supplement, 2007*. Retrieved March 31, 2009, from <https://www.icpsr.umich.edu/ICPSR>.

To calculate the standard errors associated with percentages, the following formula is used:

$$\text{standard error of } p = \sqrt{\frac{bp(1.0 - p)}{y} + \frac{cp(\sqrt{p} - p)}{\sqrt{y}}}$$

where *p* is the percentage of interest expressed as a proportion and *y* is the size of the population to which the percentage applies. Once the standard error of the proportion is estimated, it needs to be multiplied by 100 to make it applicable to the percentage.

To calculate the adjusted standard errors associated with population counts, the following formula is used:

$$\text{standard error of } x = \sqrt{ax^2 + bx + cx^{3/2}}$$

where *x* is the estimated number of students who experienced a given event (e.g., violent victimization).

The U.S. Census Bureau has developed a set of programs to calculate NCVS generalized variance formulas, known as SIGMA programs. To facilitate the use of these formulas, spreadsheet versions of these SIGMA programs that allow users to enter gvf constants and values in appropriate cells are available on the Bureau of Justice Statistics website (<http://www.ojp.usdoj.gov/bjs>). Spreadsheet macros then calculate the appropriate variances and standard errors and perform tests for any differences requested.

## Statistical Tests

Comparisons that have been drawn in the text of this report have been tested for statistical significance to ensure the differences are larger than those that might be expected due to sampling variation. All statements cited in the report are statistically significant at the .05 level. The statistical comparisons in this report are based on Student's *t* statistic. Whether the statistical test is considered significant or not is determined by calculating a *t* value for the difference between a pair of means or proportions and comparing this value to published tables of values, called critical values. The alpha level is an a priori statement of the probability that a difference exists in fact rather than by chance. Adjustments for multiple comparisons were not included.

The *t* statistic between estimates from various subgroups presented in the tables can be computed by using the following formula:

$$t = \frac{x_1 - x_2}{\sqrt{SE_1^2 + SE_2^2}}$$

where  $x_1$  and  $x_2$  are the estimates to be compared (e.g., the means of sample members in two groups) and  $SE_1$  and  $SE_2$  are their corresponding standard errors.

To identify characteristics associated with unit nonresponse, a multivariate analysis was performed using a categorical search algorithm called Chi-Square Automatic Interaction Detection (CHAID). Unit nonresponse bias may be mitigated through statistical adjustments that take advantage of relationships between auxiliary variables and the probability of response. Within the levels of a particular characteristic, CHAID identifies the next best predictor(s) of response, until a tree is formed with all of the response predictors that were identified at each step. The final result is a division of the entire dataset into cells that have the greatest discrimination with respect to the unit response rates. In other words, CHAID divides the dataset into groups within which the unit response rate is as constant as possible and between which the unit response rate is as different as possible, creating nonresponse adjustment cells. This procedure identifies the characteristics of data that are the best predictors of response.

### Glossary of Variables Used

Each variable used in the analyses for this report is described below, along with the source code for the particular variable. The data file contains all variables collected in the SCS as well as selected variables collected in the NCVS Basic Screen Questionnaire (NCVS-1) that have been appended to the SCS. The data are available for download from the Inter-University Consortium for Political and Social Research via the student surveys link at NCES's Crime and Safety Surveys portal located at <http://nces.ed.gov/programs/crime/surveys.asp>.

Prior to analysis, the 2007 SCS data file was filtered to include only students who were ages 12 through 18 (using SC003 [RESPONDENT AGE]), were enrolled in grades 6 through 12 (using SC008 [GRADE LEVEL IN SCHOOL]), were enrolled in school in the current school year (using SC006 [ATTEND SCHOOL THIS SCHOOL YEAR]), and were not homeschooled during that time (using SC092 [HOME-SCHOOLED]). Students who did not fulfill the school enrollment requirements were deleted from the analysis. The final unweighted sample size was 5,621. Victimization refers to incidents that occurred inside the school building, on school property, or on the way to or from school.

### Variables Taken From the NCVS Basic Screen Questionnaire (NCVS-1)

**Household income** (SC214): Household income refers to income as reported by the head of household and was collapsed into the following categories: (1) less than \$7,500, (2) \$7,500–14,999, (3) \$15,000–24,999, (4) \$25,000–34,999, (5) \$35,000–49,999, and (6) \$50,000 or more. See question 12a in the selected items from the NCVS-1 questionnaire in appendix C.

**Race/ethnicity, Hispanic origin** (SC412R and SC413): SC412R asked respondents their race and SC413 asked respondents whether they are of Hispanic or Latino origin. Students who indicate they are not of Hispanic or Latino origin are classified according to the race they identify (e.g. White, not Hispanic or Latino, Black, not Hispanic or Latino). Beginning in 2003, students were given the option of identifying themselves as being of two or more

racess. Respondents who identified themselves as being of Hispanic or Latino origin were classified as Hispanic or Latino, regardless of their race. Students who were not of Hispanic origin and identified themselves as being of two or more races in 2007 (1 percent of all respondents) were included in the “all other races, not Hispanic or Latino” category. “All other races, not Hispanic or Latino” includes Asians, Pacific Islanders, American Indians (including Alaska Natives), and respondents of two or more races. See questions 27 and 28 in the selected items from the NCVS-1 questionnaire in appendix C.

**Sex (SC407A):** SC407A asked respondents whether their sex was male or female. See question 23 in the selected items from the NCVS-1 questionnaire in appendix C.

**Victimization (TOCNEW\_1 through TOCNEW\_7):** Each SCS respondent represents a student who reported as many as seven incidents of victimization in the NCVS-1 in 2007. For each incident of victimization reported, an NCVS Crime Incident Report (NCVS-2) was completed. Data from incident reports, along with a “type of crime” code (TOC) derived from NCVS-2 responses, were appended to the SCS data file for each respondent who reported at least one victimization in the 6 months prior to the survey. These seven TOC codes were used to construct the serious violent, violent, and theft crime categories used in this report.

Serious violent crimes include completed and attempted rapes, all sexual attacks, all completed and attempted robberies, all aggravated assaults, all verbal threats and threats with weapons, sexual assault without injury, and unwanted sexual contact without force. Violent crimes include the serious violent crimes listed above, simple assault with injury, assault without a weapon and without injury, and verbal threat of assault. Theft includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which the threat or use of force is involved. “Any” crimes include one or more reports of any of the crimes listed above. Each of these variables measures the prevalence of victimization. See questions 36a through 45b in the selected items from the NCVS-1 questionnaire in appendix C for variables used to construct TOC.

#### **Variables Taken From the NCVS Crime Incident Report (NCVS-2)**

**Location where incident occurred (SC616):** This question asks students where the incident occurred; specifically, whether it occurred inside the school building or on school property (school parking area, play area, school bus, etc.). See question 10 in the selected items from the NCVS-2 questionnaire in appendix D.

**Activity at time of incident (SC832):** Students were asked what they were doing at the time of the incident; specifically, whether they were on their way to or from school. See question 135 in the selected items from the NCVS-2 questionnaire in appendix D.

#### **Variables Taken From the SCS**

**Afraid of attack at school, on the way to or from school, and away from school (SC079, SC080, and SC081):** This series of questions asked students if they were afraid someone would attack or threaten to attack them at school, on the way to or from school, and away from school. See questions 24, 25, and 26 in the SCS questionnaire in appendix E.

**Alcohol availability (SC040):** Students were asked if it was possible to obtain alcohol at school. See question 17a (item a) in the SCS questionnaire in appendix E.

**Avoiding certain areas of the school and skipping school, class, or extracurricular activities** (SC068, SC069, SC070, SC071, SC072, SC073, SC074, SC075, SC076, SC077, and SC078): Student reports of avoiding certain areas in schools include avoiding shortest route to school (SC068), avoiding entrance to school (SC069), avoiding hallways or stairs (SC070), avoiding school cafeteria (SC071), avoiding restrooms (SC072), avoiding other places in school building (SC073), avoiding parking lot (SC074), avoiding other places on school grounds (SC075), avoiding extracurricular activities (SC076), avoiding class (SC077), and staying home from school (SC078). See questions 23a–d in the SCS questionnaire in appendix E.

**Bullying** (SC134, SC135, SC136, SC137, SC138, SC139, and SC140): Students were asked if any student had bullied them during the school year. Specifically, students were asked if another student had made fun of them (SC134), spread rumors about them (SC135), threatened them with harm (SC136), pushed or shoved them (SC137), forced them to do something they did not want to do (SC138), excluded them from activities (SC139), or destroyed their property (SC140). See question 19a (items a through g) in the SCS questionnaire in appendix E.

**Drug availability** (SC041, SC042, SC043, SC097, SC098, SC045, SC046, SC047, and SC048): Students were asked about drug availability at their school. Drugs referenced are marijuana (SC041), crack (SC042), cocaine (SC043), uppers (SC097), downers (SC098), LSD (SC045), PCP (SC046), heroin (SC047), prescription drugs illegally obtained without a prescription (SC159), and other illegal drugs (SC048). See question 17a (items b through k) in the SCS questionnaire in appendix E.

**Electronic victimization** (SC161, SC162, and SC163): Students were asked if another student did any of the following behaviors anywhere to make them feel bad. Specifically, students were asked about victimization by a peer that occurred anywhere via electronic means, including the Internet (SC161), instant messaging (SC162), and text messaging (SC163). See question 20a (items a through c) in the SCS questionnaire in appendix E.

**Gang presence** (SC058): Students were asked whether there are street gangs present at their school. See question 30 in the SCS questionnaire in appendix E.

**Grade** (SC008): Response options included “fifth or under,” “sixth,” “seventh,” “eighth,” “ninth,” “tenth,” “eleventh,” and “twelfth” grades, “other,” and “college/GED/postgraduate/other noneligible.” Only respondents in grades 6 through 12 were included in the analysis. See question 2b in the SCS questionnaire in appendix E.

**Hallway supervision by school staff** (SC029): Students were asked whether there was hallway supervision by school staff or other adults at school to ensure student safety. See question 14b in the SCS questionnaire in appendix E.

**Hate-related graffiti** (SC066): This question asked students whether they had seen hate-related words or symbols written in school classrooms, in school bathrooms, in school hallways, or on the outside of their school building. See question 22 in the SCS questionnaire in appendix E.

**Involved in a physical fight** (SC103): Students were asked whether they had been involved in one or more physical fights at school during the school year. See question 18a in the SCS questionnaire in appendix E.

**Locked entrance or exit doors during day (SC031):** This refers to whether school entrance or exit doors were locked during the day to ensure student safety. See question 14d in the SCS questionnaire in appendix E.

**Locker checks (SC033):** This refers to whether student locker checks were performed to ensure student safety. See question 14f in the SCS questionnaire in appendix E.

**Metal detectors (SC030):** Students were asked whether there were metal detectors present at school to ensure student safety. See question 14c in the SCS questionnaire in appendix E.

**Presence of security officers or assigned police (SC028):** This refers to whether there were security guards and/or assigned police officers present at school to ensure student safety. See question 14a in the SCS questionnaire in appendix E.

**Required to wear badges or picture identification (SC094):** This refers to whether students were required to wear badges or picture identification at school as a measure to ensure student safety. See question 14g in the SCS questionnaire in appendix E.

**Saw another student with a gun at school (SC086):** Students were asked if they had actually seen another student with a gun at school. See question 28b in the SCS questionnaire in appendix E.

**School type (SC016):** This refers to the type of school for each student: “public” or “private.” See question 7a in the SCS questionnaire in appendix E.

**Security cameras (SC095):** This refers to the presence of security cameras to monitor the school as a measure to ensure student safety. See question 14h in the SCS questionnaire in appendix E.

**Student code of conduct (SC096):** Students were asked if there is a set of written rules or guidelines that the school provides as a code of conduct for students. See question 14i in the SCS questionnaire in appendix E.

**Visitor sign-in (SC032):** This refers to whether there is a school requirement that visitors sign in as a measure to ensure student safety. See question 14e in the SCS questionnaire in appendix E.

***For further information.*** NCES has collected and published data on school crime and safety in a number of publications. Readers who are interested in further information or who would like to download available data files, including the SCS data file used in this report, should contact Monica Hill at [monica.hill@ed.gov](mailto:monica.hill@ed.gov) or visit the Crime and Safety Surveys website at <http://nces.ed.gov/programs/crime>.

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## **Appendix B: Standard Error Tables**

Table B-1. Standard errors for Table 1: Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school during the previous 6 months, by type of victimization: School year 2006–07

Type of victimization	Percent of students
None	0.30
Any	0.30
Theft	0.23
Personal larceny	†
Other theft	0.23
Violent	0.18
Simple assault	0.17
Serious violent	0.08
Rape and sexual assault	0.04
Robbery	0.06
Aggravated assault	0.03

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2007.



Table B-2. Standard errors for Table 2: Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school, by type of victimization and selected student and school characteristics: School year 2006–07

Student and school characteristic	Total number of students	Type of victimization			
		None	Any	Theft	Violent
Total	557,000	0.30	0.30	0.23	0.18
Sex					
Male	345,200	0.43	0.43	0.34	0.26
Female	338,700	0.39	0.39	0.33	0.23
Race/ethnicity					
White, not Hispanic or Latino	438,200	0.38	0.38	0.29	0.22
Black, not Hispanic or Latino	245,200	0.83	0.83	0.70	0.50
Hispanic or Latino	240,000	0.54	0.54	0.47	0.42
All other races, not Hispanic or Latino <sup>†</sup>	154,200	1.17	1.17	1.03	0.73
Grade					
6th	110,600	0.87	0.87	0.77	0.54
7th	144,900	0.69	0.69	0.54	0.50
8th	165,000	0.63	0.63	0.54	0.47
9th	166,100	0.75	0.75	0.70	0.37
10th	145,700	0.67	0.67	0.63	0.39
11th	154,200	0.75	0.75	0.61	0.46
12th	150,900	0.70	0.70	0.55	0.35
Household income					
Less than \$7,500	85,200	1.44	1.44	1.22	†
\$7,500–14,999	96,300	1.05	1.05	†	1.02
\$15,000–24,999	120,900	1.00	1.00	0.71	0.76
\$25,000–34,999	124,400	1.24	1.24	1.09	0.75
\$35,000–49,999	163,500	0.92	0.92	0.71	0.63
\$50,000 or more	343,100	0.40	0.40	0.33	0.21
Student-reported school type					
Public	522,300	0.32	0.32	0.25	0.20
Private	135,200	0.50	0.50	0.50	†

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2007.

Table B-3. Standard errors for Table 3: Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school, by student reports of conditions of school climate and type of victimization: School year 2006–07

Type of victimization	Gangs present at school	Saw student with a gun	Engaged in physical fight	Drugs at school	Alcohol at school	Saw hate-related graffiti
Total	0.80	0.20	0.38	0.85	0.61	0.89
None	0.80	0.20	0.36	0.86	0.60	0.92
Victimization						
Any	3.33	1.36	2.95	2.84	2.97	3.58
Theft	3.87	1.16	2.65	3.92	3.62	4.12
Violent	5.77	3.25	5.84	4.85	4.54	5.47

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2007.

Table B-4. Standard errors for Table 4: Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school, by student reports of being bullied by traditional means at school or by electronic means anywhere and type of victimization: School year 2006–07

Type of victimization	Bullied by traditional means at school	Bullied by electronic means anywhere
Total	0.74	0.28
None	0.73	0.27
Victimization		
Any	3.15	2.15
Theft	3.67	2.37
Violent	4.57	3.69

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2007.

Table B-5. Standard errors for Table 5: Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school, by student reports of the use of selected security measures to secure school buildings and type of victimization: School year 2006–07

Type of victimization	Locker checks	Metal detectors	Security cameras	Locked entrance or exit doors during the day
Total	0.95	0.51	0.99	1.07
None	0.96	0.51	1.01	1.08
Victimization				
Any	3.34	2.57	3.04	3.49
Theft	3.94	3.06	3.41	4.12
Violent	5.90	4.11	5.05	5.57

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2007.

Table B-6. Standard errors for Table 6: Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school, by student reports of the use of security measures requiring the enforcement of administrative procedures and type of victimization: School year 2006–07

Type of victimization	Security guards or assigned police officers	Staff supervision in hallways	Students required to wear badges or picture identification	Student code of conduct	Visitors required to sign in
Total	0.98	0.50	1.00	0.29	0.38
None	1.01	0.51	1.02	0.30	0.40
Victimization					
Any	2.52	2.21	2.73	1.05	1.71
Theft	2.97	2.80	3.70	1.26	1.86
Violent	4.59	2.64	4.70	1.48	2.54

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2007.

Table B-7. Standard errors for Table 7: Percentage of students ages 12 through 18 who reported no criminal victimization at school and those who reported criminal victimization at school, by student reports of personal avoidance behavior and type of victimization: School year 2006–07

Type of victimization	Feared attack or harm	Skipped school	Skipped class	Avoided school activities	Avoided a specific place at school
Total	0.33	0.13	0.12	0.20	0.31
None	0.31	0.12	0.11	0.19	0.30
Victimization					
Any	2.35	1.24	1.03	1.39	2.26
Theft	2.33	†	1.23	1.66	2.26
Violent	5.03	2.76	†	2.31	4.52

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2007.

## **Appendix C: Selected Items From the 2007 National Crime Victimization Survey Basic Screen Questionnaire (NCVS-1)**

**NOTICE** - We are conducting this survey under the authority of Title 13, United States Code, Section 8. Section 9 of this law requires us to keep all information about you and your household strictly **confidential**. We may use this information only for statistical purposes. Also, Title 42, Section 3732, United States Code, authorizes the Bureau of Justice Statistics, Department of Justice, to collect information using this survey. Title 42, Sections 3789g and 3735, United States Code, also requires us to keep all information about you and your household strictly confidential. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB number.

**BEFORE INTERVIEW - TRANSCRIBE FROM CONTROL CARD**

Control number	PSU	Segment/Suffix	Sample designation/Suffix	Serial/ Suffix	HH No.	Spinoff Indicator

**ITEMS FILLED AT START OF INTERVIEW**

<b>1. Field representative identification</b>
Code _____ Name _____
<b>201</b> _____
<b>2. Unit status</b>
<b>202</b> 1 <input type="checkbox"/> Unit in sample the previous enumeration period - <i>Fill 3</i> 2 <input type="checkbox"/> Unit in sample first time this period - <b>SKIP</b> to 4
<b>3. Household status</b> - <i>Mark first box that applies.</i>
<b>203</b> 1 <input type="checkbox"/> Same household interviewed the previous enumeration 2 <input type="checkbox"/> Replacement household since the previous enumeration 3 <input type="checkbox"/> Noninterview the previous enumeration 4 <input type="checkbox"/> Other - <i>Specify</i> _____
<b>4. Line number of household respondent</b>
<b>204</b> _____ <i>Go to page 2</i>

**AFTER INTERVIEW - TRANSCRIBE FROM CONTROL CARD**

<b>5. Group Quarters (GQ) type code</b>
<b>205</b> _____
<b>6. Tenure</b> (cc item 8a)
<b>206</b> 1 <input type="checkbox"/> Owned or being bought 2 <input type="checkbox"/> Rented for cash 3 <input type="checkbox"/> No cash rent
<b>7. Land use</b> (cc item 9)
<b>207</b> 1 <input type="checkbox"/> Urban 2 <input type="checkbox"/> Rural
<b>8. Farm sales</b> (cc item 10)
<b>208</b> x <input type="checkbox"/> Item blank 1 <input type="checkbox"/> \$1,000 or more 2 <input type="checkbox"/> Less than \$1,000
<b>9. Type of living quarters</b> (cc items 11c and 11d) <b>Housing unit</b>
<b>209</b> 1 <input type="checkbox"/> House, apartment, flat 2 <input type="checkbox"/> HU in nontransient hotel, motel, etc. 3 <input type="checkbox"/> HU permanent in transient hotel, motel, etc. 4 <input type="checkbox"/> HU in rooming house 5 <input type="checkbox"/> Mobile home or trailer with no permanent room added 6 <input type="checkbox"/> Mobile home or trailer with one or more permanent rooms added 7 <input type="checkbox"/> HU not specified above - <i>Describe</i> _____
<b>OTHER unit</b>
8 <input type="checkbox"/> Quarters not HU in rooming or boarding house 9 <input type="checkbox"/> Unit not permanent in transient hotel, motel, etc. 10 <input type="checkbox"/> Unoccupied site for mobile home, trailer, or tent 11 <input type="checkbox"/> Student quarters in college dormitory 12 <input type="checkbox"/> OTHER unit not specified above - <i>Describe</i> _____

**Use of telephone** (cc item 26a and b)

<b>10a. Location of phone</b> - <i>Mark first box that applies.</i>
<b>210</b> 1 <input type="checkbox"/> Phone in unit . . . . . 2 <input type="checkbox"/> Phone in common area (hallway, etc.) . . . . . 3 <input type="checkbox"/> Phone in another unit (neighbor, friend, etc.) . . . . . 4 <input type="checkbox"/> Work/office phone . . . . . 5 <input type="checkbox"/> No phone - <b>SKIP</b> to 11a
<b>10b. Is phone interview acceptable?</b> (cc item 26d)
<b>211</b> 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Refused to give number
<b>11a. Number of housing units in structure</b> (cc item 27a)
<b>212</b> 1 <input type="checkbox"/> 1 - <b>SKIP</b> to 11c 4 <input type="checkbox"/> 4 7 <input type="checkbox"/> Mobile home/trailer - 2 <input type="checkbox"/> 2 5 <input type="checkbox"/> 5-9 <b>SKIP</b> to 11c 3 <input type="checkbox"/> 3 6 <input type="checkbox"/> 10+ 8 <input type="checkbox"/> Only OTHER units
<b>11b. Direct outside access</b> (cc item 27b)
<b>213</b> 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> DK x <input type="checkbox"/> Item blank
<b>11c. Restricted access</b> (cc item 27c)
<b>222</b> Gated or walled community 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No x <input type="checkbox"/> Item blank
<b>223</b> Building with restricted access 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No x <input type="checkbox"/> Item blank

FORM **NCVS-1**  
(9-16-2004)U.S. DEPARTMENT OF COMMERCE  
Economics and Statistics Administration  
U.S. CENSUS BUREAUACTING AS COLLECTING AGENT FOR THE  
BUREAU OF JUSTICE STATISTICS  
U.S. DEPARTMENT OF JUSTICE**NATIONAL CRIME  
VICTIMIZATION SURVEY  
NCVS-1 BASIC SCREEN QUESTIONNAIRE****AFTER INTERVIEW - TRANSCRIBE FROM CONTROL CARD - Cont.**

<b>12a. Household Income</b> (cc item 28)
<b>214</b> 1 <input type="checkbox"/> Less than \$5,000 6 <input type="checkbox"/> 15,000 - 17,499 11 <input type="checkbox"/> 35,000 - 39,999 2 <input type="checkbox"/> \$5,000 - 7,499 7 <input type="checkbox"/> 17,500 - 19,999 12 <input type="checkbox"/> 40,000 - 49,999 3 <input type="checkbox"/> 7,500 - 9,999 8 <input type="checkbox"/> 20,000 - 24,999 13 <input type="checkbox"/> 50,000 - 74,999 4 <input type="checkbox"/> 10,000 - 12,499 9 <input type="checkbox"/> 25,000 - 29,999 14 <input type="checkbox"/> 75,000 and over 5 <input type="checkbox"/> 12,500 - 14,999 10 <input type="checkbox"/> 30,000 - 34,999
<b>12b. College/University</b> (cc item 8b)
<b>218</b> 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
<b>12c. Public Housing</b> (cc item 8c)
<b>219</b> x <input type="checkbox"/> Item blank 1 <input type="checkbox"/> Yes (public housing) 2 <input type="checkbox"/> No (not public housing)
<b>12d. Manager Verification of Public Housing</b> (cc item 8d)
<b>220</b> x <input type="checkbox"/> Item blank Able to verify 1 <input type="checkbox"/> Public housing 3 <input type="checkbox"/> CATI/Telephone 2 <input type="checkbox"/> Not public housing 4 <input type="checkbox"/> Other - <i>Specify</i> _____
<b>12e. American Indian Reservation or American Indian Lands</b> (cc item 8e)
<b>221</b> 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No

**ITEMS FILLED DURING AND/OR AFTER INTERVIEW**

<b>13. Proxy information</b> - <i>Fill for all proxy interviews</i>		
<b>a. Proxy interview obtained for Line No.</b>	<b>b. Proxy respondent</b> Name _____ Line No. _____	<b>c. Reason</b> (Enter code)
<b>301</b> _____	<b>302</b> _____	<b>303</b> _____
<b>304</b> _____	<b>305</b> _____	<b>306</b> _____
<b>307</b> _____	<b>308</b> _____	<b>309</b> _____
<b>310</b> _____	<b>311</b> _____	<b>312</b> _____
<b>Codes for item 13c</b> 1-12-13 years old and parent refused permission for self interview 2- Physically/mentally unable to answer 3- TA and won't return before closeout } <b>FILL INTER-COMM</b>		
<b>14. Type Z noninterview</b>		
<b>a. Interview not obtained for Line No.</b>	<b>b. Reason</b> (Enter code)	<b>Codes for item 14b</b> 1 - Never available 2 - Refused . . . . . 3 - Physically/mentally unable to answer—no proxy available 4 - TA and no proxy available . . . . . 5 - Other . . . . . 6 - Office use only
<b>313</b> _____	<b>314</b> _____	} <b>FILL INTER-COMM</b>
<b>315</b> _____	<b>316</b> _____	
<b>317</b> _____	<b>318</b> _____	
<b>319</b> _____	<b>320</b> _____	
▶ <i>Complete 17-28 for each Line No. in 14a</i>		
<b>15a. Household members 12 years of age and OVER</b>		
<b>321</b> _____ Total number		
<b>15b. Household members UNDER 12 years of age</b>		
<b>322</b> _____ Total number o <input type="checkbox"/> None		
<b>15c. Number of Type Z noninterview household members 12 years of age and OVER</b>		
<b>332</b> _____ Total number o <input type="checkbox"/> None		
<b>15d. Crime Incident Reports filled</b>		
<b>323</b> _____ Total number of NCVS-2s filled o <input type="checkbox"/> None		
<b>16. Changes in Household Composition</b> (cc item 25a)		
<b>a. Line No.</b>	<b>b. Reason</b> (Enter code)	Only transcribe changes discovered during the current enumeration
<b>324</b> _____	<b>325</b> _____	
<b>326</b> _____	<b>327</b> _____	
<b>328</b> _____	<b>329</b> _____	
<b>330</b> _____	<b>331</b> _____	

U S C E N S U S B U R E A U

Fill BOUNDING INFORMATION

N  
C  
V  
S  
  
1



HOUSEHOLD RESPONDENT'S PERSONAL CHARACTERISTICS									
<b>17. NAME (of household respondent)</b>					<b>18. Type of interview</b>			<b>19. Line No.</b>	
Last					<div style="border: 1px solid black; padding: 2px;">401</div> 1 <input type="checkbox"/> Per. – Self-respondent 2 <input type="checkbox"/> Tel. – Self-respondent 3 <input type="checkbox"/> Per. – Proxy 4 <input type="checkbox"/> Tel. – Proxy } <i>Fill 13 on cover page</i>			<div style="border: 1px solid black; padding: 2px;">402</div>   Line No. _____	
First									
AFTER INTERVIEW – TRANSCRIBE FROM CONTROL CARD									
<b>20.</b> <small>(cc 13b)</small> <b>Relationship to reference person</b>	<b>21.</b> <small>(cc 17)</small> <b>Age last birthday</b>	<b>22a.</b> <small>(cc 18)</small> <b>Marital status THIS survey period</b>	<b>22b.</b> <small>(From previous enumeration)</small> <b>Marital status LAST survey period</b>	<b>23.</b> <small>(cc 19)</small> <b>Sex</b>	<b>24.</b> <small>(cc 20)</small> <b>Armed Forces member</b>	<b>25.</b> <small>(cc 21)</small> <b>Educational attainment</b>	<b>26.</b> <small>(cc 22)</small> <b>Attending school</b>	<b>27.</b> <small>(cc 23)</small> <b>Hispanic origin</b>	<b>28.</b> <small>(cc 24)</small> <b>Race</b> <i>Mark (X) all that apply.</i>
<div style="border: 1px solid black; padding: 2px;">403</div> 01 <input type="checkbox"/> Husband 02 <input type="checkbox"/> Wife 03 <input type="checkbox"/> Son 04 <input type="checkbox"/> Daughter 05 <input type="checkbox"/> Father 06 <input type="checkbox"/> Mother 07 <input type="checkbox"/> Brother 08 <input type="checkbox"/> Sister 09 <input type="checkbox"/> Other relative 10 <input type="checkbox"/> Nonrelative 11 <input type="checkbox"/> Ref. person	<div style="border: 1px solid black; padding: 2px;">404</div>  Age _____	<div style="border: 1px solid black; padding: 2px;">405</div> 1 <input type="checkbox"/> Married 2 <input type="checkbox"/> Widowed 3 <input type="checkbox"/> Divorced 4 <input type="checkbox"/> Separated 5 <input type="checkbox"/> Never married	<div style="border: 1px solid black; padding: 2px;">406</div> 1 <input type="checkbox"/> Married 2 <input type="checkbox"/> Widowed 3 <input type="checkbox"/> Divorced 4 <input type="checkbox"/> Separated 5 <input type="checkbox"/> Never married 6 <input type="checkbox"/> Not interviewed last survey period	<div style="border: 1px solid black; padding: 2px;">407</div> 1 <input type="checkbox"/> M 2 <input type="checkbox"/> F	<div style="border: 1px solid black; padding: 2px;">408</div> 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	<div style="border: 1px solid black; padding: 2px;">409</div>  Highest level completed _____	<div style="border: 1px solid black; padding: 2px;">411</div> 0 <input type="checkbox"/> Regular school 1 <input type="checkbox"/> College/University 2 <input type="checkbox"/> Trade school 3 <input type="checkbox"/> Vocational school 4 <input type="checkbox"/> None of the above schools	<div style="border: 1px solid black; padding: 2px;">413</div> 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	<div style="border: 1px solid black; padding: 2px;">412</div> * 1 <input type="checkbox"/> White 2 <input type="checkbox"/> Black/African American 3 <input type="checkbox"/> American Indian/Alaska Native 4 <input type="checkbox"/> Asian 5 <input type="checkbox"/> Native Hawaiian/Other Pacific Islander 6 <input type="checkbox"/> Other – <i>Specify</i> _____
<b>29. Date of interview</b> _____ <div style="float: right; text-align: right;"> <div style="border: 1px solid black; padding: 2px; margin-right: 10px;">501</div> <div style="display: flex; justify-content: space-around; width: 150px;"> <div style="border: 1px solid black; width: 30px; height: 30px; text-align: center; line-height: 30px;">Month</div> <div style="border: 1px solid black; width: 30px; height: 30px; text-align: center; line-height: 30px;">Day</div> <div style="border: 1px solid black; width: 30px; height: 30px; text-align: center; line-height: 30px;">Year</div> </div> </div>									
MOBILITY QUESTIONS									
<b>Before we get to the crime questions, I have some questions that are helpful in studying where and why crimes occur.</b>  <i>If unsure, ASK OR VERIFY –</i> <b>33a. How long have you lived at this address?</b> <i>(Enter number of months OR years.)</i>					<div style="border: 1px solid black; padding: 2px;">505</div> _____ Months (1-11) – <b>SKIP</b> to 33b  <b>OR</b> <div style="border: 1px solid black; padding: 2px;">506</div> _____ Years (Round to nearest whole year) – <i>Fill Check Item A</i>				
<div style="background-color: black; color: white; padding: 2px; font-weight: bold;">CHECK ITEM A</div> How many years are entered in 33a?					<input type="checkbox"/> 5 years or more – <b>SKIP</b> to 34 <input type="checkbox"/> Less than 5 years – <i>Ask 33b</i>				
<b>33b. Altogether, how many times have you moved in the last 5 years, that is, since _____, 20__?</b>					<div style="border: 1px solid black; padding: 2px;">508</div> _____ Number of times				
BUSINESS OPERATED FROM SAMPLE ADDRESS									
<b>34. Does anyone in this household operate a business from this address?</b>					<div style="border: 1px solid black; padding: 2px;">530</div> 1 <input type="checkbox"/> Yes – <i>Go to 35</i> 2 <input type="checkbox"/> No – <b>SKIP</b> to 36a				
PERSONAL – <i>Fill by observation.</i> TELEPHONE – <i>Ask.</i> <b>35. Is there a sign on the premises or some other indication to the general public that a business is operated from this address?</b>					<div style="border: 1px solid black; padding: 2px;">531</div> 1 <input type="checkbox"/> Yes (Recognizable business) 2 <input type="checkbox"/> No (Unrecognizable business)				

## HOUSEHOLD RESPONDENT'S SCREEN QUESTIONS

<b>36a.</b> I'm going to read some examples that will give you an idea of the kinds of crimes this study covers.	Briefly describe incident(s)
--	--

As I go through them, tell me if any of these happened to you in the last 6 months, that is since , 20 .

**Was something belonging to YOU stolen, such as -** \_\_\_\_\_

- |   |  |
|---|--|
| (a) Things that you carry, like luggage, a wallet, purse, briefcase, book – |  |
| (b) Clothing, jewelry, or cellphone –                                       |  |
| (c) Bicycle or sports equipment –   |  |
| (d) Things in your home – like a TV, stereo, or tools                       |  |
| (e) Things outside your home such as a garden hose or lawn furniture –      |  |
| (f) Things belonging to children in the household –                         |  |
| (g) Things from a vehicle, such as a package, groceries, camera, or CDs –   |  |

08 \_\_\_\_\_

- (h) Did anyone ATTEMPT to steal anything belonging to you? \_\_\_\_\_

Briefly describe incident(s) 

MARK OR ASK –		
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**36b. Did any incidents of this type happen to you?** 532 1 ☐ Yes – **What happened?**

**36b. Did any incidents of this type happen to you?** 532 1 ☐ Yes – What happened?

Describe above

2 ☐ No - **SKIP** to 37a

<b>36c. How many times?</b>		
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533

Number of times (36c)

<b>37a. (Other than any incidents already mentioned,) has anyone -</b>	Briefly describe incident(s) 
--	--

- (a) Broken in or ATTEMPTED to break into your home by forcing a door or window, pushing past someone, jimmying a lock, cutting a screen, or entering through an open door or window?

- (b) Has anyone illegally gotten in or tried to get into a garage, shed, or storage room? \_\_\_\_\_

**OR** \_\_\_\_\_

- (c) Illegally gotten in or tried to get into a hotel or motel room or vacation home where you were staying?

Briefly describe incident(s) ↗

MARK OR ASK -		
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**37b. Did any incidents of this type happen to you?** 534 1 ☐ Yes – **What happened?**

**37b.** Did any incidents of this type happen to you? 534 ☐ Yes – What happened?

Describe above

2 ☐ No – **SKIP** to 38

<b>37c. How many times?</b>		
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535


Number of times (37c)



HOUSEHOLD RESPONDENT'S SCREEN QUESTIONS		
<p><b>41a.</b> (Other than any incidents already mentioned,) has anyone attacked or threatened you in any of these ways (Exclude telephone threats) –</p> <p>(a) With any weapon, for instance, a gun or knife –</p> <p>(b) With anything like a baseball bat, frying pan, scissors, or stick –</p> <p>(c) By something thrown, such as a rock or bottle –</p> <p>(d) Include any grabbing, punching, or choking,</p> <p>(e) Any rape, attempted rape or other type of sexual attack –</p> <p>(f) Any face to face threats –</p> <p>OR</p> <p>(g) Any attack or threat or use of force by anyone at all? Please mention it even if you are not certain it was a crime.</p>	<p>Briefly describe incident(s) </p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>MARK OR ASK –</p> <p><b>41b.</b> Did any incidents of this type happen to you?</p>		<p><b>541</b> 1 <input type="checkbox"/> Yes – <b>What happened?</b> Describe above</p> <p>2 <input type="checkbox"/> No – <b>SKIP</b> to 42a</p>
<p><b>41c.</b> How many times?</p>		<p><b>542</b> _____</p> <p>Number of times (41c)</p>
<p><b>42a.</b> People often don't think of incidents committed by someone they know. (Other than any incidents already mentioned,) did you have something stolen from you OR were you attacked or threatened by (Exclude telephone threats) –</p> <p>(a) Someone at work or school –</p> <p>(b) A neighbor or friend –</p> <p>(c) A relative or family member –</p> <p>(d) Any other person you've met or known?</p>	<p>Briefly describe incident(s) </p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>MARK OR ASK –</p> <p><b>42b.</b> Did any incidents of this type happen to you?</p>		<p><b>543</b> 1 <input type="checkbox"/> Yes – <b>What happened?</b> Describe above</p> <p>2 <input type="checkbox"/> No – <b>SKIP</b> to 43a</p>
<p><b>42c.</b> How many times?</p>		<p><b>544</b> _____</p> <p>Number of times (42c)</p>
<p><b>43a.</b> Incidents involving forced or unwanted sexual acts are often difficult to talk about. (Other than any incidents already mentioned,) have you been forced or coerced to engage in unwanted sexual activity by –</p> <p>(a) Someone you didn't know before –</p> <p>(b) A casual acquaintance –</p> <p>OR</p> <p>(c) Someone you know well?</p>	<p>Briefly describe incident(s) </p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>MARK OR ASK –</p> <p><b>43b.</b> Did any incidents of this type happen to you?</p>		<p><b>545</b> 1 <input type="checkbox"/> Yes – <b>What happened?</b> Describe above</p> <p>2 <input type="checkbox"/> No – <b>SKIP</b> to 44a</p>
<p><b>43c.</b> How many times?</p>		<p><b>546</b> _____</p> <p>Number of times (43c)</p>

## HOUSEHOLD RESPONDENT'S SCREEN QUESTIONS

**44a. During the last 6 months, (other than any incidents already mentioned,) did you call the police to report something that happened to YOU which you thought was a crime?**

Briefly describe incident(s) 

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	547	1 <input type="checkbox"/> Yes – <b>What happened?</b> Describe above
		2 <input type="checkbox"/> No – <b>SKIP</b> to 45a

548					
*					

548						<b>OFFICE USE ONLY</b>
*						

**CHECK  
ITEM B**

Look at 44a. If unsure, ASK, otherwise, mark without asking. **Were you** (was the respondent) **attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you** (the respondent) **or another household member?**

549

1 ☐ Yes – Ask 44b  
2 ☐ No – **SKIP** to 45a

**44b. How many times?**

550

550 \_\_\_\_\_  
Number of times (44b)

**45a. During the last 6 months, (other than any incidents already mentioned,) did anything which you thought was a crime happen to YOU, but you did NOT report to the police?**

Briefly describe incident(s) ➤

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	<div> <div>551</div> <div> <div>1 <input type="checkbox"/> Yes – <b>What happened?</b> Describe above</div> <div>2 <input type="checkbox"/> No – <b>SKIP</b> to INTRO 1 at top of page 7</div> </div> </div>
--	--

552				
*				

552						<b>OFFICE USE ONLY</b>
*						

**CHECK  
ITEM C**

Look at 45a. If unsure, ASK, otherwise, mark without asking. **Were you** (was the respondent) **attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you** (the respondent) **or another household member?**

553

**553** 1 ☐ Yes – Ask 45b  
2 ☐ No – **SKIP** to INTRO 1 at top of page 7

**45b. How many times?**

554

[illegible]

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## **Appendix D: Selected Items From the 2007 National Crime Victimization Survey Crime Incident Report (NCVS-2)**

<p><b>10a. LOCATION_GENERAL</b></p> <p><b>Did this incident happen ...</b></p> <p>Read each category until respondent says "yes", then enter appropriate precode.</p>	<p>616</p> <p>1 <input type="checkbox"/> <b>In your home or lodging?</b> - SKIP to 10b</p> <p>2 <input type="checkbox"/> <b>Near your home?</b> - SKIP to 10c</p> <p>3 <input type="checkbox"/> <b>At, in or near a friend's/relative's/neighbor's home?</b> - Skip to 10d</p> <p>4 <input type="checkbox"/> <b>At a commercial place?</b> - SKIP to 10e</p> <p>5 <input type="checkbox"/> <b>In a parking lot or garage?</b> - SKIP to 10f</p> <p>6 <input type="checkbox"/> <b>At school?</b> - SKIP to 10g</p> <p>7 <input type="checkbox"/> <b>In open areas, on the street, or on public transportation?</b> - SKIP to - 10h</p> <p>8 <input type="checkbox"/> <b>Some where else?</b> - SKIP to 10i</p>
<p><b>10b. LOCATION_IN_HOME</b></p> <p>Ask if necessary:</p> <p><b>Where in your home or lodging did this incident happen?</b></p>	<p>1 <input type="checkbox"/> In own dwelling, own attached garage, or enclosed porch (Include illegal entry or attempted illegal entry of same) .....</p> <p>2 <input type="checkbox"/> In detached building on own property, such as detached garage, storage shed, etc. (Include illegal entry of same) .....</p> <p>3 <input type="checkbox"/> In vacation home/second home (Include illegal entry or attempted illegal entry of same) .....</p> <p>4 <input type="checkbox"/> In hotel or motel room respondent was staying in (Include illegal entry or attempted illegal entry of same)</p> <p>} SKIP to 11</p>
<p><b>10c. LOCATION_NEAR_HOME</b></p> <p>Ask if necessary:</p> <p><b>Where near your home or lodging did this incident happen?</b></p>	<p>5 <input type="checkbox"/> Own yard, sidewalk, driveway, carport, unenclosed porch (does not include apartment yards) .....</p> <p>6 <input type="checkbox"/> Apartment hall, storage area, laundry room (does not include apartment parking lot/garage) .....</p> <p>7 <input type="checkbox"/> On street immediately adjacent to own home or lodging .....</p> <p>} SKIP to 18</p>
<p><b>10d. LOCATION_OTHER_HOME</b></p> <p>Ask if necessary:</p> <p><b>Where at, in, or near a friend's/relative's/neighbor's home did this incident happen?</b></p>	<p>8 <input type="checkbox"/> At or in home or other building on their property .....</p> <p>9 <input type="checkbox"/> Yard, sidewalk, driveway, carport (does not include apartment yards) .....</p> <p>10 <input type="checkbox"/> Apartment hall, storage area, laundry room (does not include apartment parking lot/garage) .....</p> <p>11 <input type="checkbox"/> On street immediately adjacent to their home .....</p> <p>} SKIP to 18</p>





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## **Appendix E: 2007 School Crime Supplement to the National Crime Victimization Survey Instrument**

NOTICE - We are conducting this survey under the authority of Title 13, United States Code, Section 8. Section 9 of this law requires us to keep all information about you and your household strictly confidential. We may use this information only for statistical purposes. Also, Title 42, Section 3732, United States Code, authorizes the Bureau of Justice Statistics, Department of Justice, to collect information using this survey. Title 42, Sections 3789g and 3735, United States Code also requires us to keep all information about you and your household strictly confidential.

<p align="center"><b>ASK OF ALL PEOPLE AGES 12-18</b></p>		<p>FORM <b>SCS-1</b> U.S. DEPARTMENT OF COMMERCE Economics and Statistics Administration U.S. Census Bureau ACTING AS COLLECTING AGENCY FOR THE BUREAU OF JUSTICE STATISTICS U.S. DEPARTMENT OF JUSTICE</p>
<p>We estimate that it will take from 5 to 15 minutes to complete this interview with 10 minutes being the average time. If you have any comments regarding these estimates or any other aspect of this survey, send them to the Associate Director for Finance and Administration, Room 2027, U.S. Census Bureau, Washington DC 20233, or to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, DC 20503. According to the Paperwork Reduction Act of 1995, no such persons are required to respond to a collection of information unless such collection displays a valid OMB control number.</p>		<p align="center"><b>SCHOOL CRIME SUPPLEMENT TO THE NATIONAL CRIME VICTIMIZATION SURVEY 2007</b></p>
<p><b>Control number</b> PSU Segment/Suffix Sample Designation/Suffix Serial/Suffix HH No. Spinoff Indicator</p>		

<p><b>A. FR Code</b></p> <p>001      <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p>	<p><b>B. Respondent</b></p> <p>Line No.      Age      Name</p> <p>002      <input type="checkbox"/><input type="checkbox"/>      003      <input type="checkbox"/><input type="checkbox"/></p>
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<p>FIELD REPRESENTATIVE - Complete an SCS-1 form for all NCVS interviewed people ages 12-18. Do NOT complete an SCS-1 form for Type Z noninterview people or for people in Type A noninterview households.</p> <p><b>C. Type of SCS Interview</b></p> <p>004      1 <input type="checkbox"/> Personal - Self      }</p> <p>            2 <input type="checkbox"/> Telephone - Self      } <b>SKIP to INTRO 1</b></p> <p>            3 <input type="checkbox"/> Personal - Proxy      }</p> <p>            4 <input type="checkbox"/> Telephone - Proxy      }</p> <p>            5 <input type="checkbox"/> Noninterview - FILL ITEM D</p>	<p><b>D. Reason for SCS noninterview</b></p> <p>005      2 <input type="checkbox"/> Refused</p> <p>            3 <input type="checkbox"/> Not available</p>
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FIELD REPRESENTATIVE - Read introduction.  
INTRO 1 - **Now I have some additional questions about your school. These answers will be kept confidential, by law.**

E. SCREEN QUESTIONS FOR SUPPLEMENT	
<p><b>1a. Did you attend school at any time this school year?</b></p> <p><b>1b. During that time, were you ever home-schooled? That is, did you receive ANY of that schooling at home, rather than in a public or private school?</b></p> <p>_____</p> <p><b>1c. Was all of your schooling this school year home schooling?</b></p>	<p>006      1 <input type="checkbox"/> Yes</p> <p>            2 <input type="checkbox"/> No - <b>SKIP</b> to CHECK ITEM D on page 8</p> <p>_____</p> <p>092      1 <input type="checkbox"/> Yes</p> <p>            2 <input type="checkbox"/> No - <b>SKIP</b> to 2b</p> <p>_____</p> <p>007      1 <input type="checkbox"/> Yes - <b>SKIP</b> to CHECK ITEM D on page 8</p> <p>            2 <input type="checkbox"/> No</p>
<p><b>2a. During the time you were home-schooled this school year, what grade would you have been in if you were in a public or private school?</b></p>	<p>093      0 <input type="checkbox"/> Fifth or under - <b>SKIP</b> to CHECK ITEM D on page 8</p> <p>            1 <input type="checkbox"/> Sixth      }</p> <p>            2 <input type="checkbox"/> Seventh      }</p> <p>            3 <input type="checkbox"/> Eighth      }</p> <p>            4 <input type="checkbox"/> Ninth      } <b>SKIP</b> to</p> <p>            5 <input type="checkbox"/> Tenth      } INTRO 2</p> <p>            6 <input type="checkbox"/> Eleventh      }</p> <p>            7 <input type="checkbox"/> Twelfth      }</p> <p>            8 <input type="checkbox"/> Other - Specify _____ }</p> <p>            9 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - <b>SKIP</b> to CHECK ITEM D on page 8</p>
<p><b>2b. What grade are you in?</b></p>	<p>008      0 <input type="checkbox"/> Fifth or under - <b>SKIP</b> to CHECK ITEM D on page 8</p> <p>            1 <input type="checkbox"/> Sixth      }</p> <p>            2 <input type="checkbox"/> Seventh      }</p> <p>            3 <input type="checkbox"/> Eighth      }</p> <p>            4 <input type="checkbox"/> Ninth      } <b>SKIP</b></p> <p>            5 <input type="checkbox"/> Tenth      } to 3</p> <p>            6 <input type="checkbox"/> Eleventh      }</p> <p>            7 <input type="checkbox"/> Twelfth      }</p> <p>            8 <input type="checkbox"/> Other - Specify _____ }</p> <p>            9 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - <b>SKIP</b> to CHECK ITEM D on page 8</p>



<p><b>11. How do you get home from school most of the time?</b></p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p> <p><i>If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.</i></p>	<p>024    1 <input type="checkbox"/> Walk          2 <input type="checkbox"/> School bus          3 <input type="checkbox"/> Public bus, subway, train          4 <input type="checkbox"/> Car          5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle          6 <input type="checkbox"/> Some other way - <i>Specify</i>          _____</p>																																								
<p><b>12a. How often do you leave school grounds at lunch time?</b></p> <p>(READ CATEGORIES.)</p> <p>_____</p>	<p>026    1 <input type="checkbox"/> Never          2 <input type="checkbox"/> Once or twice a year          3 <input type="checkbox"/> Once or twice a month          4 <input type="checkbox"/> Once or twice a week          5 <input type="checkbox"/> Almost every day</p> <p>_____</p>																																								
<p><b>12b. Are students in your grade level allowed to leave school grounds to eat lunch?</b></p>	<p>025    1 <input type="checkbox"/> Yes          2 <input type="checkbox"/> No          3 <input type="checkbox"/> Don't know</p>																																								
<p><b>13. During this school year, have you participated in any of the following activities sponsored by your school:</b></p> <p>a. Athletic teams at school ? . . . . .</p> <p>b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club? . . . . .</p> <p>c. Performing arts, for example, Band, Choir, Orchestra, or Drama ? . . . . .</p> <p>d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club ? . . . . .</p> <p>e. Student government? . . . . .</p> <p>f. [IF GRADES 6, 7, or 8] Community service or volunteer clubs, for example, Peer Mediators, Ecology Club, or Recycling Club? . . . . .</p> <p>[IF GRADES 9, 10, 11, or 12] Community service or volunteer clubs, for example, Peer Mediators, Ecology Club, Key Club, or Interact? . . . . .</p> <p>g. Other school clubs or school activities,? . . . . .</p>	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>120    a. Athletic teams at school ? . . . . .</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>121    b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club? . . . . .</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>122    c. Performing arts, for example, Band, Choir, Orchestra, or Drama ? . . . . .</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>123    d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club ? . . . . .</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>124    e. Student government? . . . . .</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>125    f. [IF GRADES 6, 7, or 8] Community service or volunteer clubs, for example, Peer Mediators, Ecology Club, or Recycling Club? . . . . .</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>126    g. Other school clubs or school activities,? . . . . .</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	120    a. Athletic teams at school ? . . . . .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	121    b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club? . . . . .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	122    c. Performing arts, for example, Band, Choir, Orchestra, or Drama ? . . . . .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	123    d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club ? . . . . .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	124    e. Student government? . . . . .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	125    f. [IF GRADES 6, 7, or 8] Community service or volunteer clubs, for example, Peer Mediators, Ecology Club, or Recycling Club? . . . . .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	126    g. Other school clubs or school activities,? . . . . .	1 <input type="checkbox"/>	2 <input type="checkbox"/>																
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<p><b>14. Does your school take any measures to make sure students are safe?</b></p> <p>For example, does the school have:</p> <p>a. Security guards or assigned police officers? . .</p> <p>b. Other school staff or other adults supervising the hallway? . . . . .</p> <p>c. Metal detectors? . . . . .</p> <p>d. Locked entrance or exit doors during the day?</p> <p>e. A requirement that visitors sign in? . . . . .</p> <p>f. Locker checks? . . . . .</p> <p>g. A requirement that students wear badges or picture identification? . . . . .</p> <p>h. One or more security cameras to monitor the school? . . . . .</p> <p>i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you? . . . . .</p>	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>028    a. Security guards or assigned police officers? . .</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>029    b. Other school staff or other adults supervising the hallway? . . . . .</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>030    c. Metal detectors? . . . . .</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>031    d. Locked entrance or exit doors during the day?</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>032    e. A requirement that visitors sign in? . . . . .</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>033    f. Locker checks? . . . . .</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>094    g. A requirement that students wear badges or picture identification? . . . . .</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>095    h. One or more security cameras to monitor the school? . . . . .</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>096    i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you? . . . . .</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	028    a. Security guards or assigned police officers? . .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	029    b. Other school staff or other adults supervising the hallway? . . . . .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	030    c. Metal detectors? . . . . .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	031    d. Locked entrance or exit doors during the day?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	032    e. A requirement that visitors sign in? . . . . .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	033    f. Locker checks? . . . . .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	094    g. A requirement that students wear badges or picture identification? . . . . .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	095    h. One or more security cameras to monitor the school? . . . . .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	096    i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you? . . . . .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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<p><b>15a.</b> In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting? (READ CATEGORIES.)</p> <p>-----</p> <p><b>15b.</b> How often do teachers punish students during your classes? (READ CATEGORIES.)</p>	<p>156    1 <input type="checkbox"/> Never           2 <input type="checkbox"/> Almost never           3 <input type="checkbox"/> Sometimes           4 <input type="checkbox"/> Most of the time</p> <p>-----</p> <p>157    1 <input type="checkbox"/> Never           2 <input type="checkbox"/> Almost never           3 <input type="checkbox"/> Sometimes           4 <input type="checkbox"/> Most of the time</p>																														
<p><b>16a.</b> I am going to read a list of statements that could describe a school. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following ....</p> <p>a. Everyone knows what the school rules are. . . .</p> <p>b. The school rules are fair . . . . .</p> <p>c. The punishment for breaking school rules is the same no matter who you are . . . . .</p> <p>d. The school rules are strictly enforced . . . . .</p> <p>e. If a school rule is broken, students know what kind of punishment will follow . . . . .</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>034</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>035</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>036</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>037</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>038</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	034	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p><b>16b.</b> Thinking about the TEACHERS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following .....</p> <p>a. Teachers treat students with respect. . . . .</p> <p>b. Teachers care about students . . . . .</p> <p>c. Teachers do or say things that make students feel bad about themselves . . . . .</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>127</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>128</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>129</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	128	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	129	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p><b>16c.</b> Thinking about all of the ADULTS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following ....</p> <p>a. At school, there is an ADULT I can talk to, who cares about my feelings and what happens to me. . . . .</p> <p>b. At school, there is an ADULT who helps me with practical problems, who gives good suggestions and advice about my problems. . . . .</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>130</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>131</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	130	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	131	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>															
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<p><b>16d.</b> Thinking about FRIENDS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following ....</p> <p>a. At school, I have a FRIEND I can talk to, who cares about my feelings and what happens to me. . . . .</p> <p>b. At school, I have a FRIEND who helps me with practical problems, who gives good suggestions and advice about my problems. . . . .</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>132</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>133</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	132	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	133	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>															
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FIELD REPRESENTATIVE - <i>Read introduction.</i>																																																													
INTRO 3 - <b>Now I have some questions about things that happen at school. For this survey, "at school" includes the school building, on school property, on a school bus, or going to and from school. Your answers will not be given to anyone.</b>																																																													
<b>17a. The following question refers to the availability of drugs and alcohol at your school.</b>  Tell me if you don't know what any of these items are. FIELD REPRESENTATIVE - For "Don't Know" responses, probe if necessary to determine if respondent means they do not know if the drug is available or if they do not know the drug.  FIELD REPRESENTATIVE - <i>For each item ask,</i>  Is it possible to get _____ at your school?  a. Alcoholic beverages. . . . . b. Marijuana. . . . . c. Crack. . . . . d. Other forms of cocaine. . . . . e. Uppers such as ecstasy, crystal meth or other illegal stimulants. . . . . f. Downers such as GHB or sleeping pills. . . . . g. LSD or acid. . . . . h. PCP or angel dust. . . . . i. Heroin or smack. . . . . j. Prescription drugs illegally obtained without a prescription, such as Ritalin or Oxycontin . . . . . k. Other illegal drugs . . . . . If "Yes" is marked, ASK - What drugs? (Exclude tobacco products.)  FIELD REPRESENTATIVE - Refer to Drug Slang Card (SCS-2). Reclassify the "other illegal drug(s)" to one of the categories a-i if possible. If able to reclassify the drug(s) mentioned, mark the "No" box in category j, otherwise, mark the "Yes" box in category j and enter the "other illegal drug(s)" mentioned in the Specify space.	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th style="text-align: center;">Don't know</th> <th style="text-align: center;">Don't know drug</th> </tr> </thead> <tbody> <tr> <td>040</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>041</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>042</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>043</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>097</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>098</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>045</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>046</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>047</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>159</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>048</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </tbody> </table> <div style="margin-top: 10px;">  Specify _____         </div>		Yes	No	Don't know	Don't know drug	040	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	041	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	042	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	043	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	097	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	098	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	045	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	046	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	047	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	159	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	048	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<b>17b. During this school year, did you know for sure that any students were on drugs or alcohol while they were at school?</b>	101    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No																																																												
<b>17c. During this school year, did anyone offer, or try to sell or give you an illegal drug other than alcohol or tobacco at your school?</b>	102    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No																																																												
<b>G. FIGHTING, BULLYING AND HATE BEHAVIORS</b>																																																													
<b>18a. During this school year, have you been in one or more physical fights at school?</b>	103    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to 19a																																																												
<b>18b. During this school year, how many times have you been in a physical fight at school?</b>	104 <input type="text"/> <input type="text"/> <input type="text"/> (Number of times)																																																												
<b>19a. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?</b>  That is, has another student...  (Read each category a-g.)  a. Made fun of you, called you names, or insulted you? b. Spread rumors about you? c. Threatened you with harm? d. Pushed you, shoved you, tripped you, or spit on you? e. Tried to make you do things you did not want to do, for example, give them money or other things? f. Excluded you from activities on purpose? g. Destroyed your property on purpose?	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>134</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>135</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>136</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>137</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>138</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>139</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>140</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	134	1 <input type="checkbox"/>	2 <input type="checkbox"/>	135	1 <input type="checkbox"/>	2 <input type="checkbox"/>	136	1 <input type="checkbox"/>	2 <input type="checkbox"/>	137	1 <input type="checkbox"/>	2 <input type="checkbox"/>	138	1 <input type="checkbox"/>	2 <input type="checkbox"/>	139	1 <input type="checkbox"/>	2 <input type="checkbox"/>	140	1 <input type="checkbox"/>	2 <input type="checkbox"/>																																				
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140	1 <input type="checkbox"/>	2 <input type="checkbox"/>																																																											
<b>Check Item 19a</b> Are all categories a-g marked "No" in Q19a above?	1 <input type="checkbox"/> Yes - SKIP to 20a 2 <input type="checkbox"/> No - SKIP to 19b																																																												



19b. During this school year, how often did (this/these things) happen to you?  (Read categories 1-4.)	142 1 <input type="checkbox"/> Once or twice this school year 2 <input type="checkbox"/> Once or twice a month 3 <input type="checkbox"/> Once or twice a week, or 4 <input type="checkbox"/> Almost every day 5 <input type="checkbox"/> Don't know																												
19c. Did (this event/these events) occur (Read categories.)  Mark (X) all that apply.	143 1 <input type="checkbox"/> In the school building (for example in a classroom, hallway, or gymnasium)? 144 2 <input type="checkbox"/> Outside on school grounds? 145 3 <input type="checkbox"/> On a school bus? 146 4 <input type="checkbox"/> Somewhere else? - Specify _____																												
19d. Was a teacher or some other adult at school notified about (this event/any of these events)?	147 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No																												
CHECK Item B Is Box 4 in Question 19a marked?	160 1 <input type="checkbox"/> Yes - Ask 19e 2 <input type="checkbox"/> No - Skip to 20a																												
19e. What were the injuries you suffered as a result of being pushed, shoved, tripped, or spit on?  Mark (X) all that apply.	148 1 <input type="checkbox"/> None 149 2 <input type="checkbox"/> Bruises or swelling 150 3 <input type="checkbox"/> Cuts, scratches, or scrapes 151 4 <input type="checkbox"/> Black eye/bloody nose 152 5 <input type="checkbox"/> Teeth chipped or knocked out 153 6 <input type="checkbox"/> Broken bones/internal injuries 154 7 <input type="checkbox"/> Knocked unconscious 155 8 <input type="checkbox"/> Other - Specify _____																												
20a. Now I have some questions about what students do that could occur <i>anywhere</i> and that make you feel bad or are hurtful to you. You may include events you told me about already.  During this school year, has another student....  (Read each category a-c.)  a. Posted hurtful information about you on the Internet? b. Made unwanted contact, for example, threatened or insulted you via instant messaging? c. Made unwanted contact, for example, threatened or insulted you via text (SMS) messaging?	<table border="0"> <tr> <td></td> <td>Yes</td> <td>No</td> </tr> <tr> <td>161</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>162</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>163</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </table>		Yes	No	161	1 <input type="checkbox"/>	2 <input type="checkbox"/>	162	1 <input type="checkbox"/>	2 <input type="checkbox"/>	163	1 <input type="checkbox"/>	2 <input type="checkbox"/>																
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163	1 <input type="checkbox"/>	2 <input type="checkbox"/>																											
Check Item 20a Are all categories a-c marked "No" in Q20a above?	1 <input type="checkbox"/> Yes - SKIP to 21a 2 <input type="checkbox"/> No - SKIP to 20b																												
20b. During this school year, how often did (this/these things) happen to you?  (Read categories 1-4.)	165 1 <input type="checkbox"/> Once or twice this school year 2 <input type="checkbox"/> Once or twice a month 3 <input type="checkbox"/> Once or twice a week, or 4 <input type="checkbox"/> Almost every day 5 <input type="checkbox"/> Don't know																												
20c. Was a teacher or some other adult <i>at school</i> notified about (this event/any of these events)?	166 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No																												
21a. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.	065 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to 22																												
21b. Were any of the hate-related words related to ...  a. Your race? ..... b. Your religion? ..... c. Your ethnic background or national origin (for example, people of Hispanic origin)? ..... d. Any disability (by this I mean physical, mental, or developmental disabilities) you may have? . e. Your gender?..... f. Your sexual orientation? .....  If "Yes," SAY - (by this we mean homosexual, bisexual, or heterosexual)	<table border="0"> <tr> <td></td> <td>Yes</td> <td>No</td> <td>Don't know</td> </tr> <tr> <td>107</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>108</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>109</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>110</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>111</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>112</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </table>		Yes	No	Don't know	107	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	108	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	109	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	110	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	111	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	112	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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111	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																										
112	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																										

22. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?	066 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
<b>H. AVOIDANCE</b>	
23a. During this school year, did you STAY AWAY from any of the following places because you thought someone might attack or harm you there?  (READ CATEGORIES.)	
a. The shortest route to school? . . . . .	068 Yes 1 <input type="checkbox"/> No 2 <input type="checkbox"/>
b. The entrance into the school? . . . . .	069 1 <input type="checkbox"/> 2 <input type="checkbox"/>
c. Any hallways or stairs in school? . . . . .	070 1 <input type="checkbox"/> 2 <input type="checkbox"/>
d. Parts of the school cafeteria? . . . . .	071 1 <input type="checkbox"/> 2 <input type="checkbox"/>
e. Any school restrooms? . . . . .	072 1 <input type="checkbox"/> 2 <input type="checkbox"/>
f. Other places inside the school building?	073 1 <input type="checkbox"/> 2 <input type="checkbox"/>
g. School parking lot? . . . . .	074 1 <input type="checkbox"/> 2 <input type="checkbox"/>
h. Other places on school grounds? . . . . .	167 1 <input type="checkbox"/> 2 <input type="checkbox"/>
	075 1 <input type="checkbox"/> 2 <input type="checkbox"/>
23b. Did you AVOID any activities at your school because you thought someone might attack or harm you?	076 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
23c. Did you AVOID any classes because you thought someone might attack or harm you?	077 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
23d. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?	078 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
<b>I. FEAR</b>	
24. How often are you afraid that someone will attack or harm you in the school building or on school property?  (READ CATEGORIES.)	079 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time
25. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?  (READ CATEGORIES.)	080 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time
26. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you?  (READ CATEGORIES.)	081 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time
<b>J. WEAPONS</b>	
27. Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did YOU ever bring the following to school or onto school grounds?  (READ CATEGORIES.)	
a. A gun? . . . . .	082 Yes 1 <input type="checkbox"/> No 2 <input type="checkbox"/>
b. A knife brought as a weapon? . . . . .	083 1 <input type="checkbox"/> 2 <input type="checkbox"/>
c. Some other weapon? . . . . .	084 1 <input type="checkbox"/> 2 <input type="checkbox"/>

28a. Do you know any (other) students who have brought a gun to your school during this school year?	085 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
28b. Have you actually seen another student with a gun at school during this school year?	086 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know
29. During this school year, could you have gotten a loaded gun without adult supervision, either at school or away from school?	113 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
<b>K. GANGS</b>	
FIELD REPRESENTATIVE - <i>Read introduction.</i>	
INTRO 4 - Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity.	
30. Are there any gangs at your school?	058 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP to 33a</b> 3 <input type="checkbox"/> Don't know
31. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?  (READ CATEGORIES 1-5.)	089 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Once or twice this school year 3 <input type="checkbox"/> Once or twice a month 4 <input type="checkbox"/> Once or twice a week, or 5 <input type="checkbox"/> Almost every day 6 <input type="checkbox"/> Don't know
32. Have gangs been involved in the sale of drugs at your school during this school year?	090 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know
<b>L. STUDENT CHARACTERISTICS</b>	
33a. During the last 4 weeks, did you skip any classes?	114 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP to 34</b> 3 <input type="checkbox"/> Don't know - <b>SKIP to 34</b>
33b. During the last 4 weeks, on how many days did you skip at least one class?	115 <input type="text"/> <input type="text"/> (Number of days)
34. During this school year, across all subjects have you gotten mostly -  (READ CATEGORIES 1-5.)	116 1 <input type="checkbox"/> A's 2 <input type="checkbox"/> B's 3 <input type="checkbox"/> C's 4 <input type="checkbox"/> D's 5 <input type="checkbox"/> F's 6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent
35. Thinking about the future, do you think you will ...	
a. Attend school after high school? . . . . .	117 Yes No Don't know 1 <input type="checkbox"/> 2 <input type="checkbox"/> - <b>SKIP to</b> 3 <input type="checkbox"/> CHECK ITEM C
b. Graduate from a 4-year college? . . . . .	118 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
CHECK ITEM C Were the supplement questions asked in private, or was an adult member of the household or family present during at least part of the questions?  <i>If not sure or if a telephone interview, ask -</i>  Was an adult member of the household or family present during at least part of these questions?	091 1 <input type="checkbox"/> Personal interview - No adult present 2 <input type="checkbox"/> Personal interview - Adult present 3 <input type="checkbox"/> Telephone interview - No adult present 4 <input type="checkbox"/> Telephone interview - Adult present 5 <input type="checkbox"/> Telephone interview - Don't know
CHECK ITEM D Is this the last household member to be interviewed?	119 <input type="checkbox"/> Yes - END SUPPLEMENT <input type="checkbox"/> No - Interview next household member

NOTES